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ABSTRACT

This report describes the attitudes of parents, the general public, school principals, and teachers across Kentucky about the implementation of school reforms based on the Kentucky Education Reform Act of 1990 (KERA). Data were gathered from random telephone surveys in the eight geographic regions of the state for each targeted audience based on quotas developed in proportion to school type or job function. Objectives included: to obtain target groups' evaluation of the public schools; to determine their knowledge and support of KERA, and their beliefs about whether the KERA initiatives are working; to identify priorities; to determine teacher/administrator stress levels; to test the target groups' agreement with beliefs and attitudes underlying KERA; to determine perceptions about KERA-related effects; to determine attitudes on academic expectations, statewide student assessment, and holding schools, professionals, students, and parents accountable for learning; and to determine differences in responses to items on the survey based on reward versus non-reward status, and level of schooling. Findings include that all participants believed that Kentucky schools had changed for the better since KERA; about half the parents and general public knew very little about KERA; stress levels were rated as major or extreme; at least 75 percent of respondents agreed with the beliefs of KERA; and it was generally agreed that academic expectations are clear to teachers and administrators, but need to be better defined, expanded, and clarified. Overall, Kentucky public schools after KERA were rated as good to fair but not excellent, and personal support levels for KERA were rated as supportive or very supportive. Deep concerns were expressed about the new testing program in Grades 4, 8 and 12, especially by teachers and principals. The objectives and results are presented in 146 pages of graphs and explanations. The survey forms are appended. (NAV)

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1995 Statewide Education Reform Survey
of
Teachers, Principals, Parents and General Public

conducted by
Tom Wilkerson and Associates Ltd.
Louisville, Kentucky

for the
Kentucky Institute for Education Research
146 Consumer Lane • Frankfort, Kentucky 40601
October 1995

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STATEWIDE EDUCATION REFORM SURVEY

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EXECUTIVE SUMMARY

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OBJECTIVES

- To obtain an evaluation of the current status of the public schools in Kentucky by parents, the general public, school principals, and teachers.
    - What is the overall rating of public schools, teachers and administrators?
    - How have the schools changed in the last five years?
    - What are reliable measures of school improvement?
- To determine what parents and the general public know about the Kentucky Education Reform Act (KERA) and its impact on local schools.
- To determine the extent to which each target group supports KERA mandated changes in local schools.
- To determine the extent to which each target group believes KERA mandated initiatives are working.
- To identify among professional educators priorities that need attention and improve implementation programs and practices related to KERA.
- To determine the levels of stress among teachers and administrators due to the implementation of KERA.
- To test the target groups' agreement with the beliefs and attitudes which underlie KERA.
- To determine perceptions about KERA related effects.
- To test each target groups' attitude on issues related to academic expectations, assessment options and holding schools, professionals, students and parents accountable for learning.
- To determine differences in responses to items on the survey based on reward versus non-reward status, and level of schooling.

METHODOLOGY

- Random telephone surveys were conducted for all targeted respondents shown in the table on the following page.
- Quotas were established in each of eight geographic regions for each target audience, and where appropriate by school type (elementary, middle, high school) or job function. All quotas were proportional to that group's actual distribution by region and school or job function.
- Ethnic representation in each target group was within accepted ranges of variation based on known characteristics of that target group.
- All respondents in the survey of the general public were 18 years of age or older.
- Job function was the key eligibility criterion for all professional target groups.
- Teachers' Lists of home phone numbers were obtained from the Kentucky Education Association (KEA) membership files, which represent 83% of all teachers in the state. Names and phone numbers of teachers in all grade and subject areas were then randomly selected from these lists. Interviews were then completed at their homes.
- Other lists of school office phone numbers were randomly selected from State Department of Education sources. This allowed us to contact Principals at their offices.
- School Council Parents were randomly selected from lists provided to us by the State Department of Education. They were then called at their homes.
- All interviews were conducted between July 5, 1995 and July 27, 1995.
- Copies of the questionnaires used in this study are included in the Appendix of this report.

MARGIN OF ERROR

Analysis Group	Total Population Estimates	Margin of Error			
		Sample Size	67%	90%	95%
• General Public (Adults 18+)	2,740,000	859	± 1.7%	± 2.8%	± 3.3%
• Public School Parents	694,000	451	± 2.4%	± 3.9%	± 4.6%
• School Council Parents	1,300	100	± 5.0%	± 8.3%	± 9.8%
• Teachers	39,000	609	± 2.0%	± 3.3%	± 4.0%
• Principals	1,200	214	± 3.4%	± 5.6%	± 6.7%

KEY FINDINGS

SURVEY OBJECTIVE 1: To obtain an evaluation of the current status of the public schools in Kentucky by parents, the general public, school principals and teachers.

How do Kentucky parents and the public rate their public schools?

On a scale of 1-5 with "5" being excellent, "3" good and "1" poor, both the parents and the public rated their local schools as "good", with elementary schools getting slightly higher ratings than middle or high schools. These ratings were significantly lower than a year ago. When asked to rate teachers and administrators on the same scale, both groups received ratings in the "good" range, with teachers receiving slightly higher ratings than school administrators. These results are similar to national studies of parent and public ratings of schools.

When parents and the public were asked to rate the quality of specific aspects of schooling, both parents and the public rated *safety*, *motivation of students* and the *teaching of basic skills* slightly higher than *wise management*, *preparing students for the world of work* and *maintaining discipline*.

Have schools changed for the better or worse as a result of KERA?

A majority of school professionals, parents and the public believe schools have changed for the better because of the new programs and practices introduced by KERA. However, those groups most responsible for, and most knowledgeable about KERA programs are much more likely to say schools have changed for the better. The ratio of respondents that believe schools has changed for the better to those who believe schools have changed for the worse for the five groups surveyed are as follows:

	Better to Worse Ratio
School Principals	25 - 1
Teachers	3 - 1
School Council Parents	8 - 1
Public School Parents	3 - 2
General Public	3 - 2

What are good indicators of school performance?

The five respondent groups were asked to rate six different measures of school performance. Five measures were common to all groups. One item was unique to administrators, teachers and council parents and one item was unique to parents and the public. The order of ratings from highest (1) to lowest (6) are shown below.

Rating of Measures of School Performance
1 = highest rating

	Measure	Target Group				
		Principals	Teachers	Council Parents	School Parents	General Public
A.	Student scores on KIRIS	6	6	6	NA	NA
B.	Percent who finish high school	4	5	2	2	3
C.	Student scores on standardized tests in reading, math, science and social studies	1	2	5	6	6
D.	Student scores on ACT/SAT	2	1	4	3	5
E.	Employer reports on graduates' preparation for world of work	3	3	3	5	4
F.	Student grades on report card	5	4	1	1	2
G.	Percent of students who succeed in college	NA	NA	NA	4	1

School professionals have very different ideas about good measures of school performance than parents and the public. Administrators and teachers give the highest marks to scores on standardized tests and college entrance exams; parents and the public believe student grades given by teachers and the percent who finish high school and succeed in college are the best indicators. Administrators and teachers compared to parents and the public are sharply divided on the value of standardized tests as a school performance indicator. School professionals' high ratings of standardized tests and college entrance exams, which have significantly increased in the past year, is likely a reaction to lack of confidence in KIRIS. The low ratings of standardized tests by parents and the public could be a continued response to the well-publicized "Lake Woebegone" effect that standardized tests show all students are above average.

Both the lack of confidence in KIRIS and the differences in perception about good indicators of school performance present challenges for school leaders.

SURVEY OBJECTIVE 2: To determine what parents and the general public know about the Kentucky Education Reform Act (KERA) and its impact on local schools.

How much do parents and the public know about Kentucky school reform?

Parents and general public persons were asked to rate their own knowledge and understanding of KERA. About half (54% of the general public and 49% of parents) continue to say they know little or nothing about Kentucky's massive school reform efforts. This self-reported knowledge level has not changed over the past year.

SURVEY OBJECTIVE 3: To determine the extent to which each target group supports KERA mandated changes in local schools.

What is the current level of support for KERA programs and practices?

School professionals and council parents were asked to rate their perceived level of support for KERA by school administrators, teachers and parents. Parents and the general public were asked about their own level of support for the reform effort. About nine of ten school administrators, three of four teachers, and more than half of the parents were judged to be supportive of KERA. Both the public and parents self-report a majority (53% and 56%) supporting the changes of the 1990 Kentucky Education Reform Act. However, there also appears to be a group of nearly 40% of parents and the public that are against KERA reforms.

When given the choice, none of the five target groups wanted to return schools to Pre-KERA policies and practices. The ratio of yes to no responses is presented below:

RETURN SCHOOLS TO PRE-KERA POLICIES AND PRACTICES

	Yes-No Ratio	% No
Principals	1 - 5	70%
Teachers	4 - 5	47
Council Parents	1 - 3	62
Public School Parents	2 - 3	52
General Public	2 - 3	53

Teachers were the only group where the desire to return to Pre-KERA significantly changed from 1994. A year ago, for every three teachers who wanted to return school to Pre-KERA, five did not. In 1995, a larger proportion of teachers than in 1994 say they would like to return schools to Pre-KERA practices. For every five teachers who said they did not want to return to Pre-KERA, four teachers favored the return. Data from the survey show that twice as many grade 4/5 teachers want to return to Pre-KERA practices compared to primary (K-3) teachers.

SURVEY OBJECTIVE 4: To determine the extent to which each target group believes KERA-mandated initiatives are working.

How well are KERA programs working?

All five target groups were asked to judge how well nine major programs initiated by the 1990 reform were working:

- KIRIS
- Preschool
- Primary Program
- SBDM
- Educational Technology
- Professional Development
- Extended School Services
- Family Resource and Youth Service Centers
- SEEK

Principals, teachers and council parents also were asked to evaluate *Curriculum Frameworks.*

Educational Technology, Professional Development, School-Based Decision Making and *Extended School Services* were judged to be working well or moderately well by all five respondent groups. *Curriculum Frameworks* was judged working well by all school professionals.

Family Resource and Youth Service Centers were judged as working well by a large majority of principals, teachers and council parents but only by about half of school parents and the public. Similarly, the *Preschool Program* received high marks from school professionals and council parents but was judged as working well by less than half of parents and the public. Based on comments from respondents, these two programs probably had lower ratings from parents and the public due to their limited availability in some Kentucky communities. Where these programs were available, they got high marks.

The *Primary Program* was judged as working well by a majority of all respondent groups except principals and teachers. Also, there was a significant decline in the number of principals who judged the program working well over the last year. In more closely examining the data, it is evident that the teacher group with the least positive attitude about the *Primary Program* is 4th and 5th grade teachers who receive the products of the primary schools (52% judged the *Primary Program* working poorly). However, the response of the K-3 teachers themselves was quite different. More than 60% judged the *Primary Program* to be working well and only 35% judged the program to be working poorly.

The state's new formula for equalizing funding to schools *(SEEK)* was judged as working well by a clear majority of all groups except teachers. About half of the teacher group are either undecided or believe the program is working poorly. The percent of teachers who judge SEEK to be working poorly has significantly declined since 1994.

More than half of all groups surveyed found *KIRIS* to be working poorly, with school principals and teachers giving KIRIS the lowest marks. Also, there was a significant and marked increase over the past year in the number of teachers and principals judging the assessment program KIRIS to be working poorly.

SURVEY OBJECTIVE 5: To identify among professional educators programs and practices that need attention.

What are the priorities that need attention?

Through focus groups and surveys, twelve priorities were identified that, if addressed, would improve teaching and learning or make programs initiated through KERA work better. Principals, teachers and council parents were asked to rate each of the 12 items as extremely high priority, very high priority, moderately high priority, or not important.

The top five priorities for attention named by teachers were:

- *Providing teachers more time for the design of curriculum and instruction*
- *Effective leadership at the local school level*
- *Defining what students should know and do at different grade levels*
- *Effective leadership at the district level*
- *Reducing paper work associated with school reform*

For school principals the top five priorities were:

- *Establishing the validity and reliability of KIRIS*
- *Defining what students should know and do at different grade levels*
- *Providing test information back to schools on how to improve student performance*
- *Helping schools align their curriculum with academic expectations*
- *Providing teachers more time for the design of curriculum and instruction*

School council parents picked some top priorities consistent with the teachers' top priority list and some consistent with the principals' list:

- *Effective leadership at the local school level*
- *Defining what students should know and be able to do at different grade levels*
- *Helping schools align their curriculum with academic expectations*
- *Effective leadership at the district level*
- *Providing test information back to schools on how to improve student performance*

All three groups said *"defining more clearly what students should know and be able to do"* was one of their top three priorities. Principals and teachers agreed that *"providing teachers more time for curriculum design"* was a high priority, however, much more so for teachers. Both teachers and council parents picked *"effective leadership at the local school and district level"* in their top five priorities. In addition, teachers added the *"reduction of paper work"* and principals *"establishing the validity of reliability of KIRIS"* to their picks of five highest priorities.

Six priority items for attention on the 1995 survey were comparable to items on the 1994 survey.
Of these, three were rated significantly higher than a year ago and three were rated about the same as in 1994. The three items moving up in priority ratings over the past year indicating they have not been satisfactorily addressed are:

- *Helping teachers understand what students should know and be able to do at different grade levels*
- *Establishing the validity and reliability of KIRIS*
- *Providing opportunities for professional development that address specific needs*

The three items that remained at about the same level of priority over the past
year are:

- *Providing test information back to schools*
- *Two-way communication between schools and the Department of Education*
- *Reducing the paperwork associated with KERA*

SURVEY OBJECTIVE 6: To determine the levels of stress among teachers, administrators, and students due to the implementation of KERA.

What is the stress level of school administrators, teachers, and students?

School principals, teachers and school council parents were asked to rate the stress level on school administrators, teachers and students related to KERA. A majority of principals and teachers continued to rate the stress level of school professionals as major (affecting the ability to function as a professional) or extreme (affecting both professional and personal lives) with teachers rated as experiencing the most stress. Compared to teachers and school administrators, the perceived stress on students related to KERA was relatively low.

When asked to rate their own level of stress, teachers reported the highest level of stress with just one-half of teachers reporting major stress or extreme stress.

However, compared to 1994, all groups self-reported significantly lower levels of stress in 1995.

SURVEY OBJECTIVE 7: To test the target groups' agreement with the beliefs and attitudes which underlie KERA.

What is the extent of agreement with major beliefs that gave direction to education reform?

All five groups surveyed were asked to register their agreement/disagreement with six key beliefs on which the programs and policies of KERA were based. Public school parents and the general public were asked to respond to two additional beliefs questions. Each group's agree-to-disagree ratio for KERA beliefs is presented below.

BELIEFS AGREE/DISAGREE RATIO

		AGREE/DISAGREE RATIO				
		Principals	**Teachers**	**School Council Parents**	**Public School Parents**	**General Public**
A.	All children can learn at a relatively high level.	4 to 1	3 to 2	3 to 1	2 to 1	2 to 1
B.	We should set high standards of achievement for all children.	29 to 1	18 to 1	24 to 1	13 to 1	11 to 1
C.	More learning resources should be focused on students who are not learning to their ability or are falling behind.	7 to 1	6 to 1	7 to 1	10 to 1	9 to 1
D.	Decisions affecting instruction can best be made at the local school level.	16 to 1	13 to 1	32 to 1	9 to 1	7 to 1
E.	In the primary schools, students should not be labeled as belonging to a specific grade level.	4 to 3	2 to 3	1 to 1	2 to 3	1 to 2
F.	It is not enough to require that students show their knowledge of facts -- they must also demonstrate that they can apply what they know in real life situations.	33 to 1	23 to 1	49 to 1	21 to 1	25 to 1
G.	Both rewards and sanctions are necessary to hold schools accountable for improving student performance.	N/A	N/A	N/A	4 to 1	3 to 1
H.	Higher performance levels of all children are important for economic growth of Kentucky.	N/A	N/A	N/A	30 to 1	23 to 1

NA = Not Asked.

For most beliefs at least 75% of respondents were in agreement. However, this was not the case for the belief *"In Primary Schools students should not be labeled as belonging to a specific grade level"*, where less than half of all five groups registered agreement. A second exception to the very strong agreement was the belief *"All children can learn, and most at a high level"*. While a majority of all respondent groups agreed with this statement, the agreement level did not reach 75% for any group.

A much larger proportion of respondents provided responses to belief statement questions in 1995 than in 1994. Last year about half of respondents refused to answer or said they were unsure about their response to the beliefs underlying KERA. This change from 1994 caused significant increase in the percent of both agreement and disagreement with KERA beliefs.

SURVEY OBJECTIVE 8: To determine perceptions about KERA related effects.

What are the KERA related effects on students, educators and parents?

School principals, teachers and school council parents were asked to react to eight statements about the effects of KERA commonly recorded in focus groups with teachers, administrators and parents across the state. Respondents were asked if these statements were very true, somewhat true or not true. Presented on the next page is a summary of the true-not true ratios of responses for all three target groups for each of the eight statements.

PERCEPTIONS ABOUT KERA EFFECTS

		TRUE/NOT TRUE RATIO		
		Principals	**Teachers**	**School Council Parents**
A.	The new learning goals and strategies introduced in KERA have made learning fun for a lot more children.	7 to 1	9 to 2	7 to 1
B.	Teachers, school administrators, and parents often feel too intimidated by colleagues or superiors to speak their true feelings about KERA.	2 to 1	3 to 1	5 to 2
C.	The heavy emphasis on communication and thinking processes in KERA short changes students on content they need to be successful in life.	2 to 1	9 to 2	2 to 1
D.	The performance assessments in KIRIS have changed the way teachers are teaching and students are learning.	55 to 1	31 to 1	44 to 1
E.	KERA will enable students to do as well or better on college entrance exams such as the ACT and SAT than a traditional curriculum.	4 to 3	5 to 6	2 to 1
F.	Kentucky's school accountability system of rewards and sanctions has taken the fun out of teaching and learning.	3 to 1	7 to 2	3 to 2
G.	If multi-age grouping in the primary program were made optional, other features of the program, such as developmentally appropriate practices, continuous progress, professional teamwork, and authentic assessment should be maintained and strengthened.	11 to 1	18 to 1	16 to 1
H.	If writing portfolios didn't count as part of the school accountability index, teachers would greatly reduce their emphasis on teaching writing.	7 to 2	2 to 1	2 to 1

Seven of the effects of KERA commonly recorded in interviews across the state were supported by all three groups as very true or somewhat true.

Relative to positive effects, an overwhelming majority of all three groups say that *"performance assessments have changed the way teachers are teaching and students are learning"* and *"the new learning goals and strategies introduced by KERA have made learning fun for a lot more children"*. Also, there is strong support from all groups to continue the key features of the primary program, developmentally appropriate practices, continuous assessment, professional team work and authentic assessment even if multi-age grouping were made optional.

There was general but not strong agreement on three registered negative effects of the reform: *"school administrators, teachers and parents are often intimidated by colleagues and superiors"*, *"school accountability has taken the fun out of teaching and learning"* and *"the heavy emphasis on communication and thinking short-changes content being taught"*.

On the proposition that *"KERA will enable students to do as well or better on college entrance exams as the traditional curriculum"*, respondents were divided, with a majority of teachers judging this statement to be not true. On this issue both school principals and teachers were significantly less positive about the effects of KERA than in 1994. School council parents showed a significant increase in their belief over the past year that KERA will prepare students for the ACT and SAT exams.

On the projected effect of removing the writing portfolio from the school accountability index (as suggested by a recent study), all groups believed the action would greatly reduce the emphasis on teaching writing.

SURVEY OBJECTIVE 9: **To test each target group's attitude on issues related to academic expectations, assessment options and holding schools, professionals, students and parents accountable for learning.**

What are educators', parents' and the publics' attitudes on issues of testing and accountability for student learning?

Academic Expectations

Principals, teachers and school council parents were asked several questions about the academic expectations that define what teachers should teach, students should learn and what is being tested. Based on the responses of all three groups:

- there is general but not strong agreement that *"the academic expectations are clear to teachers and administrators"*
- there is a very strong agreement that *"the academic expectations need to be better defined, expanded and clarified"*
- there is general agreement that the *"academic expectations need to be revised substantially"*
- there is general disagreement that the *"academic expectations should be discarded and replaced with a new set of learning targets"*

Types of Assessments

Four options that have been suggested by consultants, educators and special interest groups regarding the types of assessments that should be used in the state-wide testing program were presented to all respondents for their reactions.

- All groups registered strong agreement for the proposition that *"total school performance and individual student performance should be measured by different tests"*, and that *"KIRIS assessments system should include a variety of types of assessment items"*.

- A majority of all groups agreed that *"the KIRIS assessments would be more valid and reliable if they included multiple choice items"*. However, principals and teachers registered a much stronger agreement with this proposition than school council parents.

With respect to the proposal that *"the KIRIS tests be replaced with a nationally normed commercial test"*, there were differing opinions. School principals and school council parents were about evenly split on this issue. Slightly more than half of teachers, school parents and the general public generally supported this proposition. However, all three of these groups also were in strong agreement that *"KIRIS should include a variety of performance assessments"*. Therefore, it was not clear whether teachers, parents and the public wanted to include a nationally-normed commercial test as part of KIRIS or to totally replace all KIRIS assessments with a commercial test. The latter choice would eliminate writing portfolios and very likely other performance assessments from the testing system.

Accountability Options

All five respondent groups were presented with six options related to accountability for student learning. The percent of agreement with each option by target group is presented below.

PERCENT OF AGREEMENT WITH ACCOUNTABILITY OPTIONS

		Principals	Teachers	School Council Parents	Public School Parents	General Public
A.	Both rewards and sanctions are essential to hold teachers and schools accountable for student learning.	21.9%	20.0%	61.9%	74.7%	67.7%
B.	School rewards for high performance but no sanctions for low performance would motivate teachers to do their best and improve learning.	30.7	44.2	53.0	63.7	61.8
C.	Public disclosure of school scores without rewards or sanctions would motivate teachers to do their best and improve learning.	47.3	41.0	61.1	58.6	58.0
D.	The school accountability index should include measures of the schools instructional practices as well as test scores.	79.2	79.1	94.9	91.7	88.2
E.	Assigning a Distinguished Educator to a "school in decline" is an effective strategy for helping those schools to improve student performance.	48.0	38.7	59.3	71.9	69.1
F.	Holding students and parents accountable for learning should be done at the local school rather than at the state level.	64.2	76.8	79.0	82.4	80.5

All groups strongly agreed that the accountability index should *"include measures of the schools instructional practices as well as test scores"*, and that *"holding students accountable for learning should be addressed at the local school rather than at the state level"*.

School principals and teachers disagreed with parents and the general public that:

- *both rewards and sanctions are essential to hold students accountable for student learning*
- *school rewards for high performance but no sanctions for low performance would motivate teachers to do their best and improve learning*
- *assigning a distinguished educator to a "school in decline" is an effective strategy for helping those schools improve student performance*

While a lower proportion of principals and teachers than parents and public thought that *"public disclosure of school scores without formal rewards and sanctions"* would improve learning, all groups were somewhat divided on this option.

Potential Testing Options for the 1995-96 School Year

Given two evaluation studies that seriously questioned the validity and reliability of the state's new student evaluation system, KIRIS school principals, teachers and school council parents were asked about potential testing options for the 1995-96 school year. All three groups were somewhat divided on the propositions to *"continue the KIRIS testing as scheduled"*, with a majority of teachers and principals disagreeing and a majority of school council parents agreeing with this option.

There was general to strong agreement with the options to:

- *continue the portfolio program and report scores but not for rewards and sanctions*
- *administer nationally normed standardized tests, not for accountability, but to determine the achievement levels of students*
- *administer a variety of performance assessment measures including multiple choice items to determine which should be used in the future*

Although divided in opinions, a majority of principals, teachers and school council parents opposed *"suspending student testing until the state has redesigned the assessment system"*.

How important are Kentucky's learning goals 3 and 4 that are not tested?

Public school parents and the general public were asked to respond to the importance of the two learning goals, *"becoming a self sufficient individual"*, and *"becoming a responsible member of a family, work group or community"*. These two learning goals included in KERA were excluded from the state testing system by the 1994 General Assembly. Nine of ten parents and general public said these goals should be taught in Kentucky schools and eight of ten parents and general public believe students should be held accountable for achieving these goals.

SURVEY OBJECTIVE 10: To determine differences in responses to items on the survey based on reward versus non-reward status and level of schooling.

What were the important differences among sub-groups of respondents?

Significant differences in response to survey questions were found between teachers and principals of schools that received a cash reward last spring and those who did not. Also, Primary K-3 teachers and grades 4 and 5 teachers showed significant differences from their colleagues.

Differences in Reward Schools versus Non-Reward Schools

Teachers in schools that received a cash reward compared to teachers in non-reward schools were more positive on the following:

- the validity and reliability of KIRIS
- how well KIRIS, the Pre-school, the Primary, Professional Development and the SEEK programs are working
- the perceived support levels of teachers and administrators for KERA
- support for continuing the KIRIS testing as scheduled

Teachers that did not receive a cash reward showed a significantly higher level of agreement on the following items:

- the stress level of all teachers is extreme
- their own personal stress level is extreme
- the accountability system has taken the fun out of teaching and learning
- all testing should be suspended until the Department of Education has redesigned the assessment system

Principals of schools that got cash rewards had more favorable opinions about the changes that had been implemented by KERA and showed a higher level of agreement than their non-reward school colleagues that:

- KIRIS is reliable
- the Primary Program and School-Based Decision Making are working well
- parents are supportive of KERA

Principals in non-reward schools rated the stress level of teachers and their own stress level as more extreme. They also gave a higher priority to "establishing the validity and reliability of KIRIS" than principals in reward schools.

Differences Among Teachers Teaching at Different School Levels

Differences in responses among sub-groups of teachers showed significant differences for Primary (K-3) teachers and teachers from grades 4 and 5, but no significant differences for middle school teachers and high school teachers compared to the responses of all teachers.

Primary teachers (K-3) were significantly more positive than their colleagues at other school levels on the following:

- how well the Primary Program is working
- the extent of teacher support for KERA
- the belief that all children can learn and most at a high level
- the proposition to continue the writing portfolios but not for reward and sanctions in 1995-96

The sub-group of teachers teaching grades 4 and 5 was significantly different from their colleagues in that a greater proportion:

- believe schools have changed for the worse since KERA
- would return school to Pre-KERA policies and practices if they could do so
- see KIRIS as working poorly
- rate giving teachers more time for the design of curriculum and instruction as the highest priority

These results are not surprising since the fourth grade is the first year of accountability testing and required preparation and writing portfolios. Also, the fourth grade is the transition year from the Primary Program to upper elementary school. However, these results point out the need to address the added pressures on fourth and fifth grade teachers and to develop strategies to ease the transition from the Primary Program to the fourth and fifth grades.

OBJECTIVE 1.0

EVALUATION OF THE PUBLIC SCHOOLS

OBJECTIVE 1.0
EVALUATION OF THE PUBLIC SCHOOLS

See
Graph
1.0

Overall, the average public school parent and member of the general public rate local public schools in Kentucky at all levels as "good" to "fair" but not excellent. The ratings obtained this year are significantly lower than last years ratings, when they were in the "good" range.

- No significant differences exist between the ratings of the public school parents and the general public.
- Elementary schools get higher marks than middle schools and high schools by all respondents.

See
Graph
1.1

On average the general public and public school parents rated the teachers in their respective local school districts in the "good" range, but not "excellent" or "very good". The ratings for the local school administrators were lower and fell into the "good" to "fair" range.

- No significant differences exist between the ratings of the public school parents and the general public.

See
Graph
1.2

When asked to rate seven specific aspects of public schools in their district, public school parents and the general public gave their local school ratings at, or above the "good" level on two factors:

- *Maintaining safety in the schools*
- *Motivating all students to finish high school*

On two factors, public school parents rated their schools slightly above "good" and the general public slightly below the "good" level:

- *Teaching the basic skills of reading, writing, and arithmetic*
- *Motivating gifted and talented students to achieve their maximum potential*

On three other factors, both parents and the general public gave their local schools ratings in the "fair" range (i.e., less than 3 on a 5 point scale):

- *Wisely managing the money given to the schools*
- *Preparing students for the world of work*
- *Maintaining discipline in the classroom*

However, neither the average public school parent or the typical member of the general public gave their schools a rating of "very good" or "excellent" on any of the factors. In fact, the average score recorded ranged from 2.63 to 3.17 on a 5-point scale.

While these ratings of the local schools are not relatively high, they are consistent with previous measures.

See
Graph
1.3

But, a majority of school professionals, parents and the general public believe that schools have changed at least to some degree for the better since the beginning of KERA. However, the percentage who believe schools are better or worse vary from group to group.

- For example, the ratio of respondents who believe schools have changed for the better to those who believe schools have changed for the worse is higher for school professionals than for public school parents and the general public.

	Better to Worse Ratio
School Principals	25-1
Teachers	3-1
School Council Parents	8-1
Public School Parents	3-2
General Public	3-2

- School professionals and parents on school councils give local schools much higher "better" percentages than the random sample of parents and the general public.

- The percentages vary a little from the 1994 findings, but none are significantly different.

See
Graphs
1.4-1.6

When asked to rate six different measures that would indicate how effective schools are performing, school principals and teachers had diverse opinions from parents on school councils, with all three groups indicating they had the least confidence in the state's testing program, KIRIS.

Both principals and teachers gave the highest ratings to student scores on standardized tests as performance measures for schools; parents on school councils gave the highest ratings to the measures of student grades and percent who finish high school.

School principals and teachers both gave significantly higher ratings to student scores on college entrance exams as reliable measures of a school's performance than a year ago (1994). In addition, principals showed a much higher confidence level in standardized tests than in the 1994 survey.

Both groups of professionals showed a significant decline since 1994 in their ratings of student grades and percent who finish high school as good measures of how effective schools are performing.

For both school principals and teachers, there has been a shift away from non-standardized measures to more nationally normed standardized measures as reliable school performance indicators.

A table of rankings of the six performance measures for principals, teachers, and school council parents is shown below.

EXHIBIT 1A
RANKING OF SIX PERFORMANCE MEASURES OF SCHOOLS BY TARGET GROUP
1 = HIGHEST RANKING

		Principals	**Teachers**	**School Council Parents**
A.	Student performance on the state's new testing program called KIRIS	6	6	6
B.	The percentage of students who finish high school	4	5	2
C.	Student scores on standardized tests in mathematics, science, social studies and reading compared with students nationwide	1	2	5
D.	Scores on college entrance exams such as ACT and SAT	2	1	4
E.	Employer reports on how well high school graduates of local schools are prepared for the world of work	3	3	3
F.	Student grades shown on report cards	5	4	1

See Graphs 1.7-1.8

When asked to rate six different measures that would reliably indicate that students were learning and schools were improving, the public school parents and general public target groups have somewhat diverse opinions, with both groups indicating they had less confidence in student scores on standardized tests as a reliable indicator of performance than in any other measure tested. This finding indicates a marked difference in how teachers and principals rate the value of standardized tests compared to parents and the public as a good measure of school performance.

All of the public school parents and members of the general public indicated confidence in student grades shown on report cards, the percent of students who succeed in college, and the percent of students who finish high school as indicators of how schools are doing.

- For the most part there are no significant changes for parents and the general public between the 1994 results and these 1995 results. The only exception is that the percentage of the general public rating employer reports as a good measure of performance has significantly increased from last year.

A table of rankings by public school parents and the general public is shown below.

EXHIBIT 1B
RANKING OF SIX SCHOOL PERFORMANCE MEASURES BY TARGET GROUP

		Public School Parents	General Public
A.	The percent of students who succeed in college	4	1
B.	The percentage of students who finish high school	2	3
C.	Student scores on standardized tests in mathematics, science, social studies and reading compared with students nationwide	6	6
D.	Scores on college entrance exams such as ACT and SAT	3	5
E.	Employer reports on how well high school graduates of local schools are prepared for the world of work	5	4
F.	Student grades or progress shown on report cards	1	2

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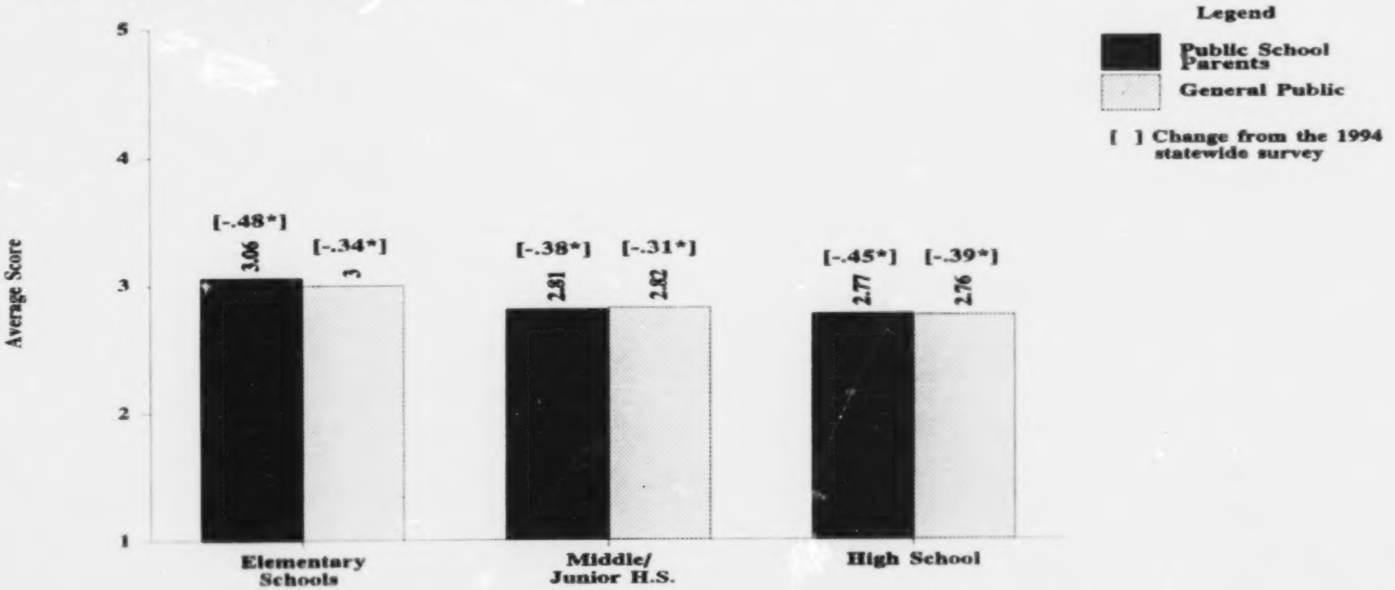
GRAPH 1.0

EVALUATION OF PUBLIC SCHOOLS FOR ALL GRADE LEVELS

1. "How would you rate the overall job the public schools in your school district are doing with students in the ________? Would you say they are doing an *(excellent, very good, good, fair, or poor)* job with these students?"



Base: All respondents answering the question.

*** Indicates statistically significant change at 95% confidence interval.**

RATING SCALE

Excellent = 5
Very Good = 4
Good = 3
Fair = 2
Poor = 1

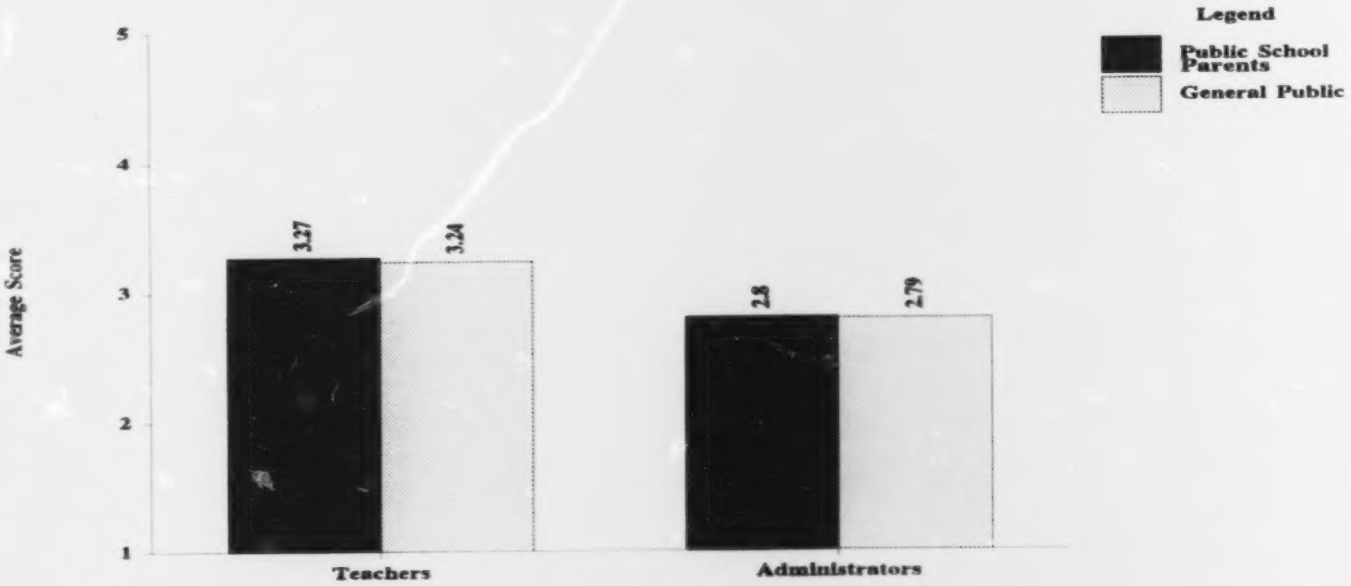
SAMPLE SIZES

Public School	N=451
General Public	N=859

GRAPH 1.1

EVALUATION OF TEACHERS/ADMINISTRATORS

Q3. "How would you rate the overall performance of _________ in your local school district? Would you say *excellent, very good, good, fair, or poor?*"



Base: All respondents

RATING SCALE

Excellent = 5 Fair = 2
Very = 4 Poor = 1
Good = 3

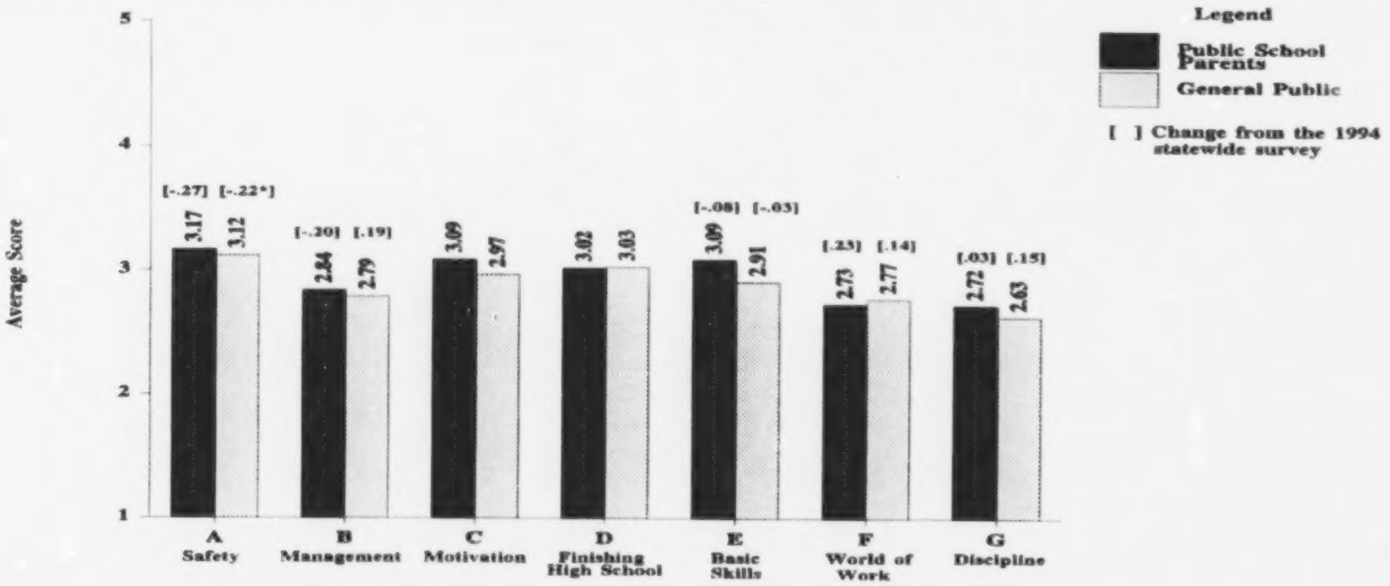
SAMPLE SIZES

Public School Parents	N=451
General Public	N=859

GRAPH 1.2

EVALUATION OF SPECIFIC ASPECTS OF PUBLIC SCHOOLS

Q5. "Please rate the following aspects of the public schools in your local district on a scale of "5" to "1", where a "5" is excellent, "4" is very good, "3" is good, "2" is fair, and "1" is poor. Of course, you can rate the local schools with any score between "1" and "5" on each item."



Base: All respondents answering the question.
*** Indicates statistically significant change at 95% confidence interval.**

RATING SCALE

Excellent = 5 Fair = 2
Very Good = 4 Poor = 1
Good = 3

SAMPLE SIZES

Public School Parents	N=451
General Public	N=859

ATTRIBUTE CODES

A. Maintaining safety in the schools
B. Wisely managing the money they are given to run the schools
C. Motivating gifted and talented students to achieve their maximum potential
D. Motivating all students to finish high school
E. Teaching the basic skills of reading, writing, and arithmetic
F. Preparing students for the world of work
G. Maintaining discipline in the classroom

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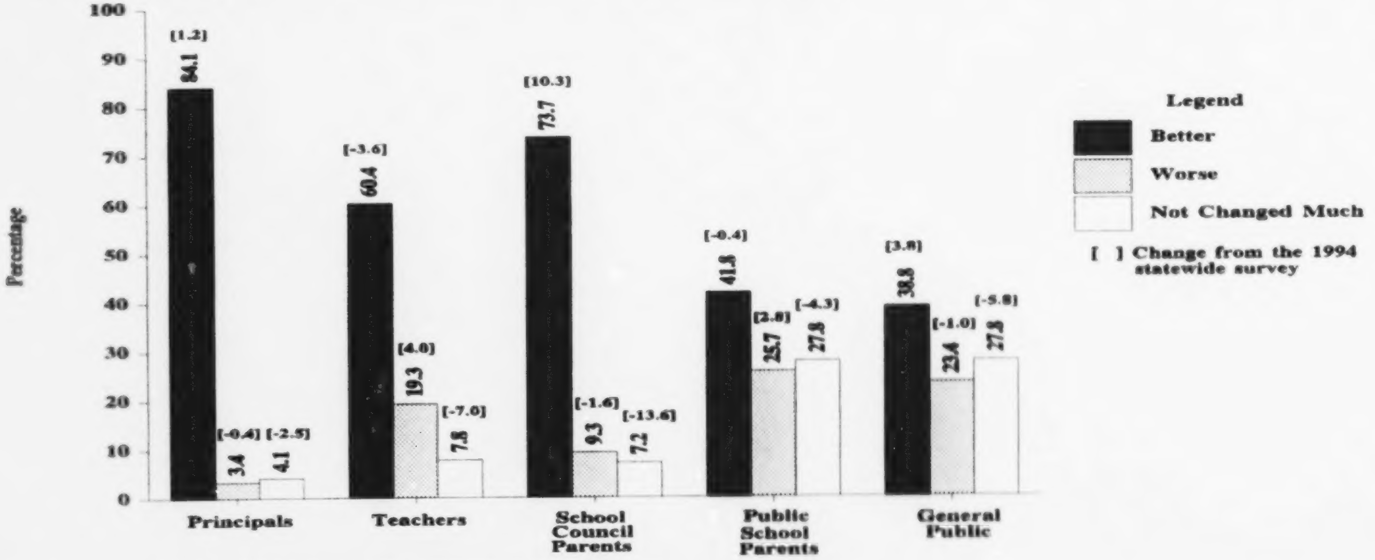
GRAPH 1.3

PERCEPTIONS OF HOW THE PUBLIC SCHOOLS HAVE CHANGED OVER THE LAST FOUR YEARS ("UNDECIDED" RESPONSES NOT SHOWN)

Q1/Q2. **"Thinking back over the past five years or so, would you say that the local schools in your district have mostly changed for the better, mostly changed for the worst, or have not changed much either way?"**



Base: All respondents answering the question

* Indicates statistically significant change at 95% confidence interval.

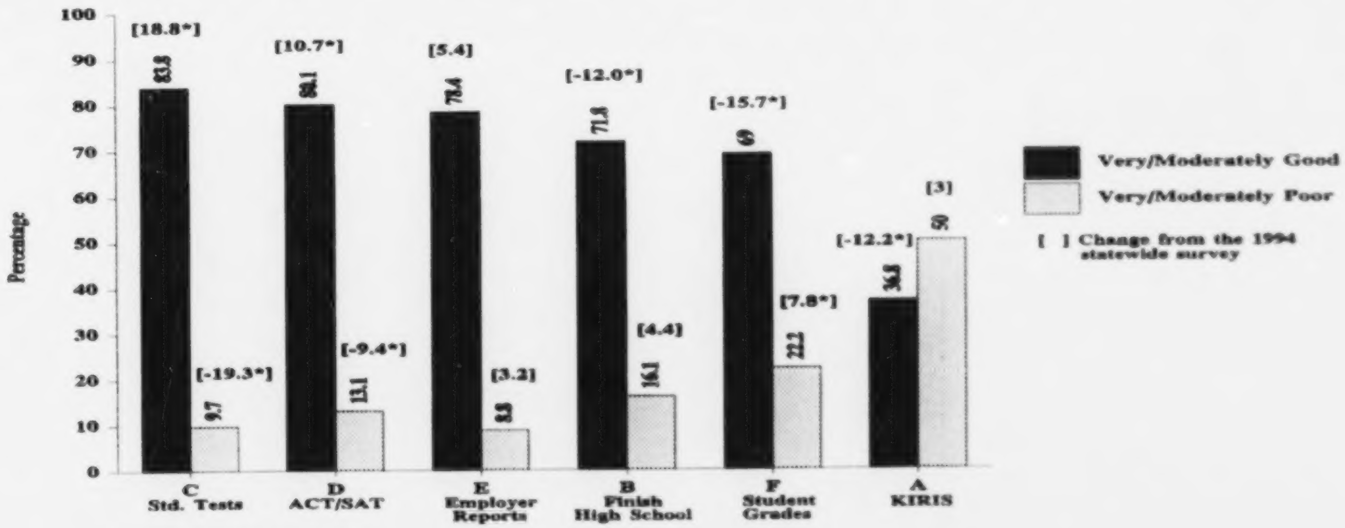
Note: Percentages will not add to 100% because "Undecided" responses are not shown. The "Undecided" percentages are equal to the sum of the percentages shown subtracted from 100%.

SAMPLE SIZES			
Principals	N=214	Public School Parents	N=451
Teachers	N=609	General Public	N=859
School Council Parents	N=100		

GRAPH 1.4

PRINCIPALS' RATINGS OF MEASURES OF SCHOOL IMPROVEMENT ("UNDECIDED" RESPONSES NOT SHOWN)

Q3/Q6. "An effective school is one where students are learning and performance is improving. For each of the following items please tell me how good or poor this particular item is as a measure of how effective schools are performing. In your opinion, is this a good or poor measure? Would that be very or moderately (good/poor)?"



Base: All Principals (N=214)

* Indicates statistically significant change at 95% confidence interval.

Note 1: Only a randomly assigned portion of the sample answered each question

Note 2: Percentages will not add to 100% because "Undecided" responses are not shown. The "Undecided" percentages are equal to the sum of the percentages shown subtracted from 100%.

KEY MEASURES OF SCHOOL IMPROVEMENT

A. Student performance on the state's new testing program called KIRIS

B. The percentage of students who finish high school

C. Student scores on standardized tests in mathematics, science, social studies and reading compared with students nationwide

D. Scores on college entrance exams such as ACT and SAT

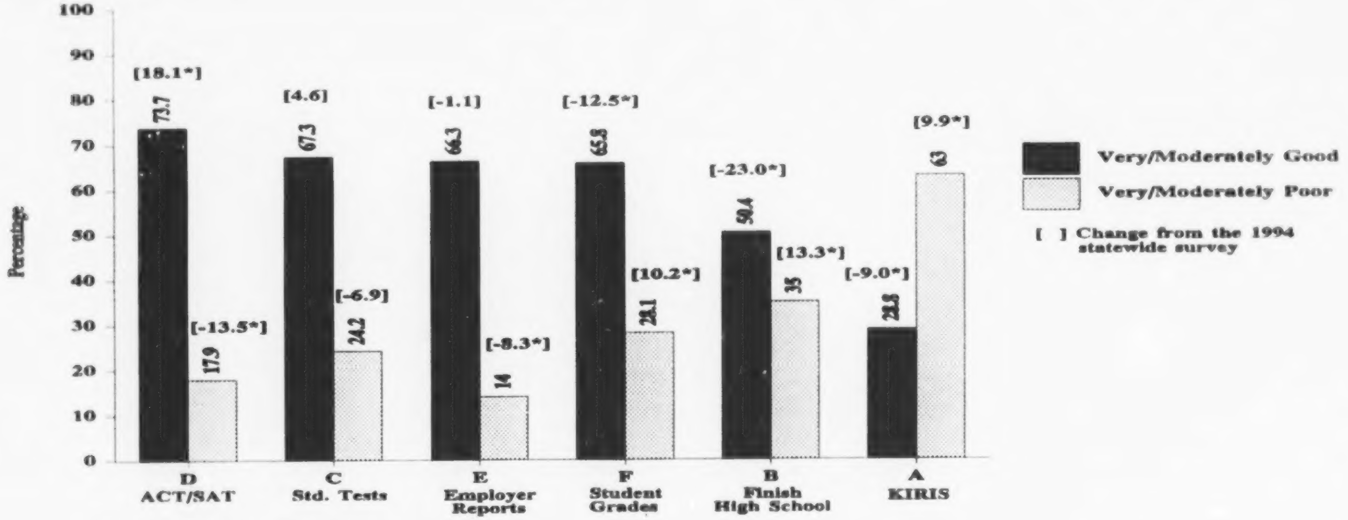
E. Employer reports on how well high school graduates of local schools are prepared for the world of work

F. Student grades or progress shown on report cards

GRAPH 1.5

TEACHERS' RATINGS OF MEASURES OF SCHOOL IMPROVEMENT ("UNDECIDED" RESPONSES NOT SHOWN)

Q3/Q6. **"An effective school is one where students are learning and performance is improving. For each of the following items please tell me how good or poor this particular item is as a measure of how effective schools are performing. In your opinion, is this a good or poor measure? Would that be very or moderately (good/poor)?"**



Base: All Teachers (N=310)
*** Indicates statistically significant change at 95% confidence interval.**

Note 1: Only a randomly assigned portion of the sample answered each question

Note 2: Percentages will not add to 100% because "Undecided" responses are not shown. The "Undecided" percentages are equal to the sum of the percentages shown subtracted from 100%.

KEY MEASURES OF SCHOOL IMPROVEMENT

A. Student performance on the state's new testing program called KIRIS

B. The percentage of students who finish high school

C. Student scores on standardized tests in mathematics, science, social studies and reading compared with students nationwide

D. Scores on college entrance exams such as ACT and SAT

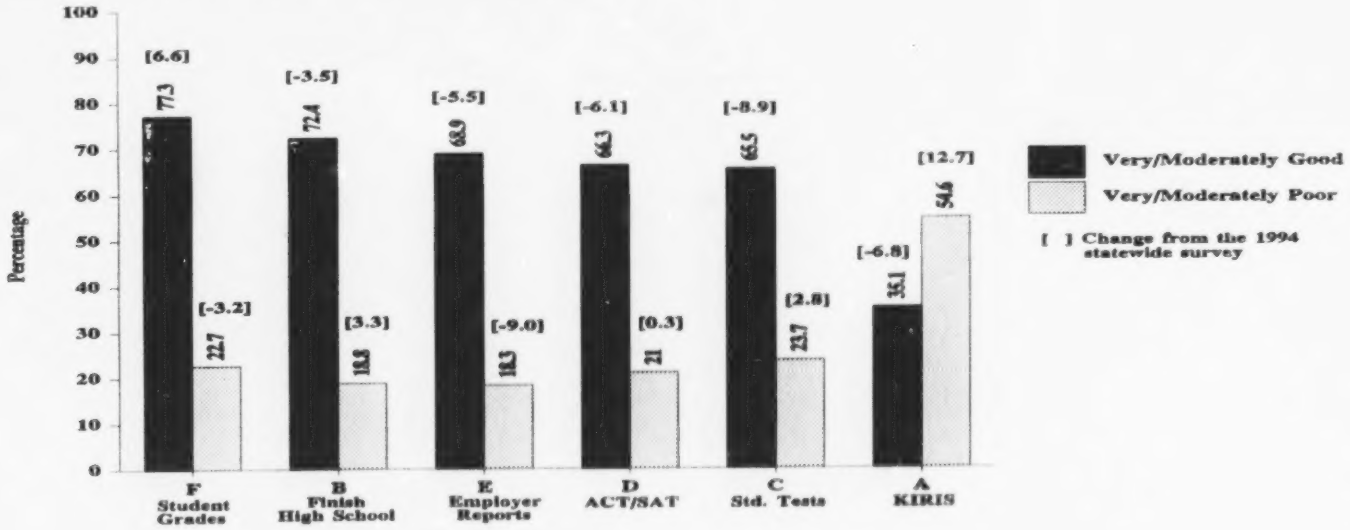
E. Employer reports on how well high school graduates of local schools are prepared for the world of work

F. Student grades or progress shown on report cards

GRAPH 1.6

SCHOOL COUNCIL PARENTS' RATINGS OF MEASURES OF SCHOOL IMPROVEMENT ("UNDECIDED" RESPONSES NOT SHOWN)

Q3/Q6. **"An effective school is one where students are learning and performance is improving. For each of the following items please tell me how good or poor this particular item is as a measure of how effective schools are performing. In your opinion, is this a good or poor measure? Would that be very or moderately (good/poor)?"**



Base: All Parents on Public School Councils (N=53)

Note 1: Only a randomly assigned portion of the sample answered each question

Note 2: Percentages will not add to 100% because "Undecided" responses are not shown. The "Undecided" percentages are equal to the sum of the percentages shown subtracted from 100%.

KEY MEASURES OF SCHOOL IMPROVEMENT

A. Student performance on the state's new testing program called KIRIS

B. The percentage of students who finish high school

C. Student scores on standardized tests in mathematics, science, social studies and reading compared with students nationwide

D. Scores on college entrance exams such as ACT and SAT

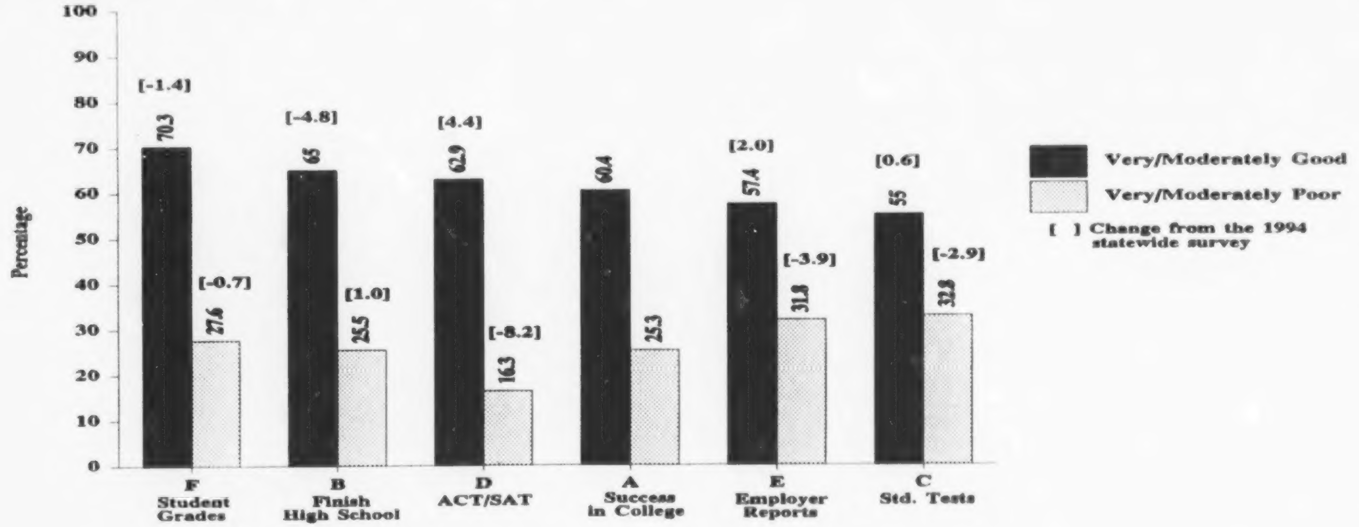
E. Employer reports on how well high school graduates of local schools are prepared for the world of work

F. Student grades or progress shown on report cards

GRAPH 1.7

PUBLIC SCHOOL PARENTS' RATINGS OF MEASURES OF SCHOOL IMPROVEMENT ("UNDECIDED" RESPONSES NOT SHOWN)

Q3/Q6. "An effective school is one where students are learning and performance is improving. For each of the following items please tell me how good or poor this particular item is as a measure of how effective schools are performing. In your opinion, is this a good or poor measure? Would that be very or moderately (good/poor)?"



Base: All Public School Parents (N=231)

Note 1: Only a randomly assigned portion of the sample answered each question

Note 2: Percentages will not add to 100% because "Undecided" responses are not shown. The "Undecided" percentages are equal to the sum of the percentages shown subtracted from 100%.

KEY MEASURES OF SCHOOL IMPROVEMENT

A. The percent of students who succeed in college

B. The percentage of students who finish high school

C. Student scores on standardized tests in mathematics, science, social studies and reading compared with students nationwide

D. Scores on college entrance exams such as ACT and SAT

E. Employer reports on how well high school graduates of local schools are prepared for the world of work

F. Teacher reports to parents on how much their students have learned

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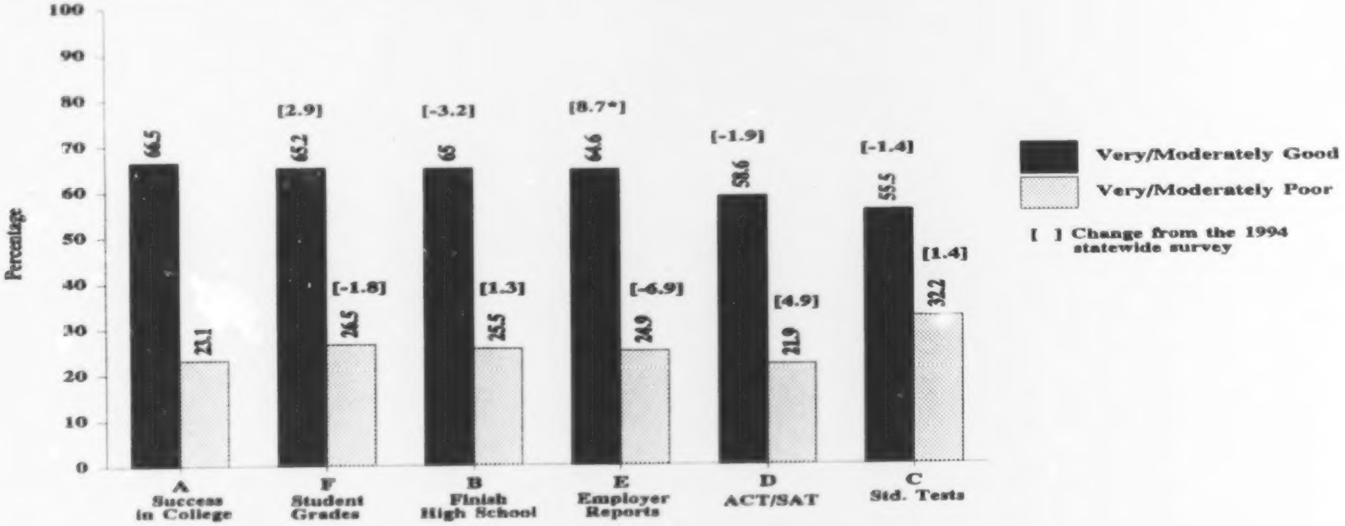
GRAPH 1.8

GENERAL PUBLIC RATINGS OF MEASURES OF SCHOOL IMPROVEMENT ("UNDECIDED" RESPONSES NOT SHOWN)

Q3/Q6. "An effective school is one where students are learning and performance is improving. For each of the following items please tell me how good or poor this particular item is as a measure of how effective schools are performing. In your opinion, is this a good or poor measure? Would that be very or moderately (good/poor)?"



Base: All General Public (N=432)

* Indicates statistically significant change at 95% confidence interval.

Note 1: Only a randomly assigned portion of the sample answered each question

Note 2: Percentages will not add to 100% because "Undecided" responses are not shown. The "Undecided" percentages are equal to the sum of the percentages shown subtracted from 100%.

KEY MEASURES OF SCHOOL IMPROVEMENT

A. The percent of students who succeed in college

B. The percentage of students who finish high school

C. Student scores on standardized tests in mathematics, science, social studies and reading compared with students nationwide

D. Scores on college entrance exams such as ACT and SAT

E. Employer reports on how well high school graduates of local schools are prepared for the world of work

F. Teacher reports to parents on how much their students have learned

OBJECTIVE 2.0

KNOWLEDGE AND COMMUNICATIONS ABOUT KERA

OBJECTIVE 2.0
KNOWLEDGE ABOUT KERA

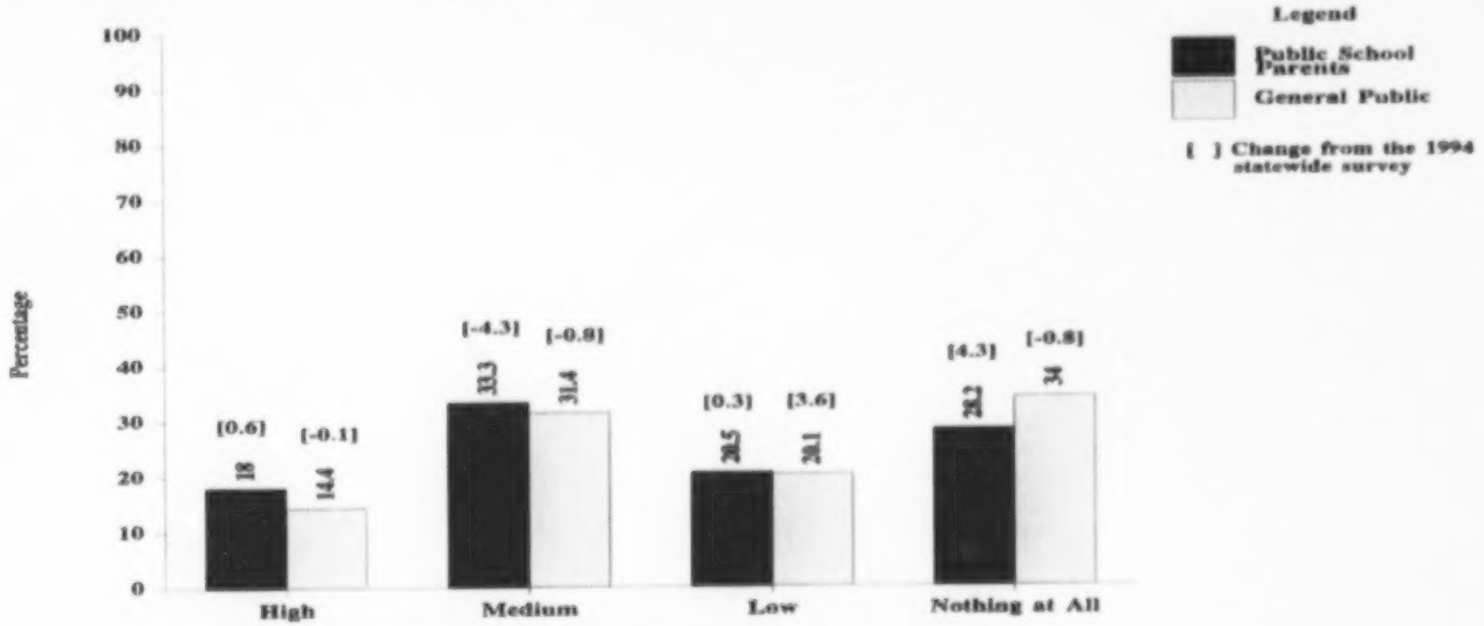
See
Graph
2.0

Nearly half of the general public (54%) and parents of children in public schools (49%) indicate they still have a low level of understanding or know nothing at all about KERA. When comparing against the 1994 results there are no statistically significant changes.

GRAPH 2.0

PARENTS AND GENERAL PUBLIC SELF-RATING OF KNOWLEDGE ABOUT KERA

Q8. "The Kentucky Legislature passed The Kentucky Education Reform Act in 1990. The law is more commonly known as KERA. This law required significant changes in how public schools, pre-school through grade 12, are organized, how teachers teach, and how students learn. KERA mandated that all schools in the state make major improvements and it substantially increased the amount of money state government spent on education. How would you rate your knowledge and understanding of KERA at the present time?"



Base: All respondents answering this question.
*** Indicates statistically significant change at 95% confidence interval.**

SAMPLE SIZES	
Public School Parents	N=451
General Public	N=859

OBJECTIVE 3.0

SUPPORT LEVELS FOR KERA-MANDATED CHANGES IN THE PUBLIC SCHOOLS

OBJECTIVE 3.0
SUPPORT LEVELS FOR KERA-MANDATED CHANGES IN THE PUBLIC SCHOOLS

See Graphs 3.0-3.2

When teachers, principals and parents on school councils were asked how they viewed the support levels for KERA among teachers, administrators and parents, all groups surveyed indicated that the levels of support were fairly high.

- Among all three groups 85% to 95% rated the support level of school administrators as "very supportive" or "supportive". The school administrators received the highest ratings from all three groups surveyed.
- Among all three groups (principals, teachers and parents on school councils) about 70% to 80% rated the support level of school teachers as "very supportive" or "supportive". Teachers received the second highest ratings of support from all three groups.
- Among all three groups, only about half rated the support level of school parents as "very supportive" or "supportive". The school parents received the lowest ratings of support for KERA mandated changes from all three groups surveyed.

See Graph 3.3

When asked about their personal support levels for KERA, slightly more than half of the public school parents and the general public indicated they were "very supportive" or "supportive". Another nearly 40% of the public school parents stated that they were "moderately opposed" or "very opposed" to changes required by Kentucky's 1990 Education Reform Act.

See Graph 3.4

A majority of principals, parents and general public did not want to return schools to the way they were in 1989 before KERA. While a larger proportion of teachers favored not returning schools to 1989 than going back to Pre-KERA practices, slightly less than half (47.1%) of teachers surveyed indicated they did not want to return schools to the way they were in 1989. The ratio of yes's to no's for returning schools to Pre-KERA is shown on the next page.

Return Schools to Pre-KERA Policies and Practices

	Yes/No
Principals	1 to 5
Teachers	4 to 5
School Council Parents	1 to 3
Public School Parents	2 to 3
General Public	2 to 3

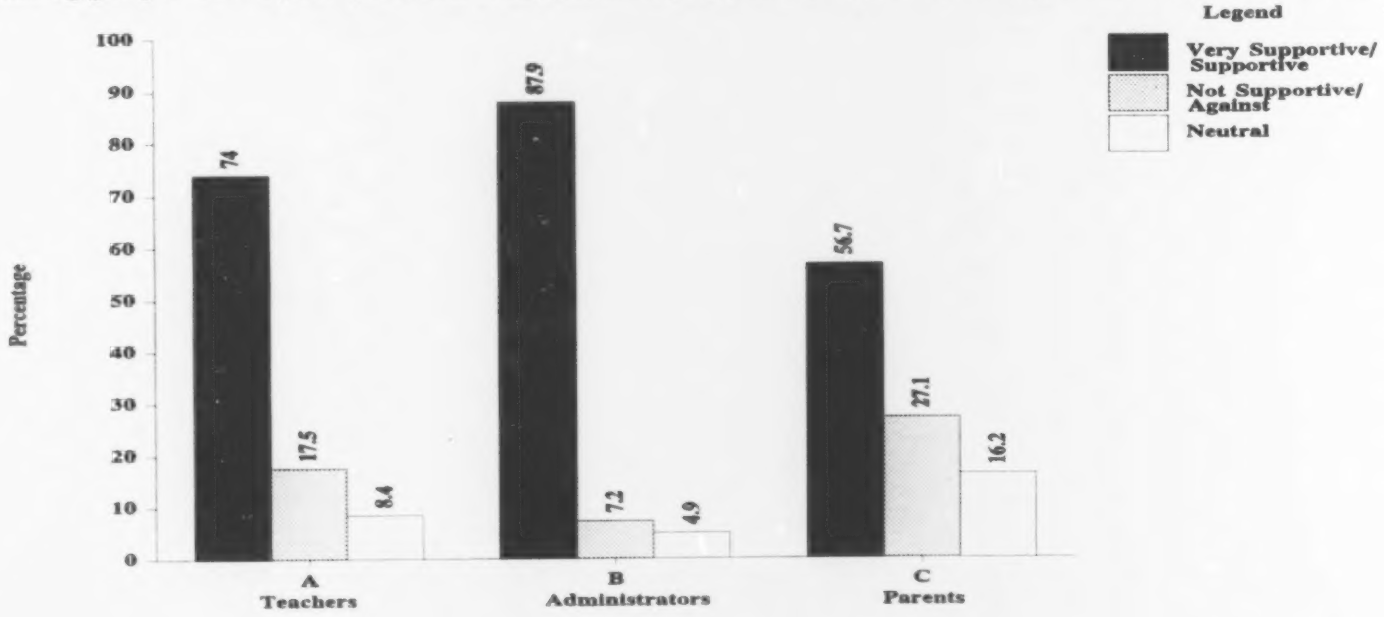
While there are differences on the responses to the question about returning schools to 1989 before KERA between the 1994 and 1995 statewide surveys, only a few are statistically different.

- The proportion of both teachers and principals who said they did not want to return schools to Pre-KERA policies and practices was significantly lower.
- The proportion of teachers who said they would favor returning schools to the way they were in 1989 significantly increased over the past year. The sub-group of teachers that most contributed to the change were teachers who taught grades four and five.

GRAPH 3.0

PRINCIPAL'S PERCEPTION OF SUPPORT LEVELS FOR KERA

Q7. "Over the past four years, there has been both public support and criticism of KERA. How would you characterize the level of support of the following groups? Would you say the level of support is very supportive, supportive, not supportive, or against KERA reforms?"



Base: All Principals (N=214).

KEY

A. The support level of teachers in your school

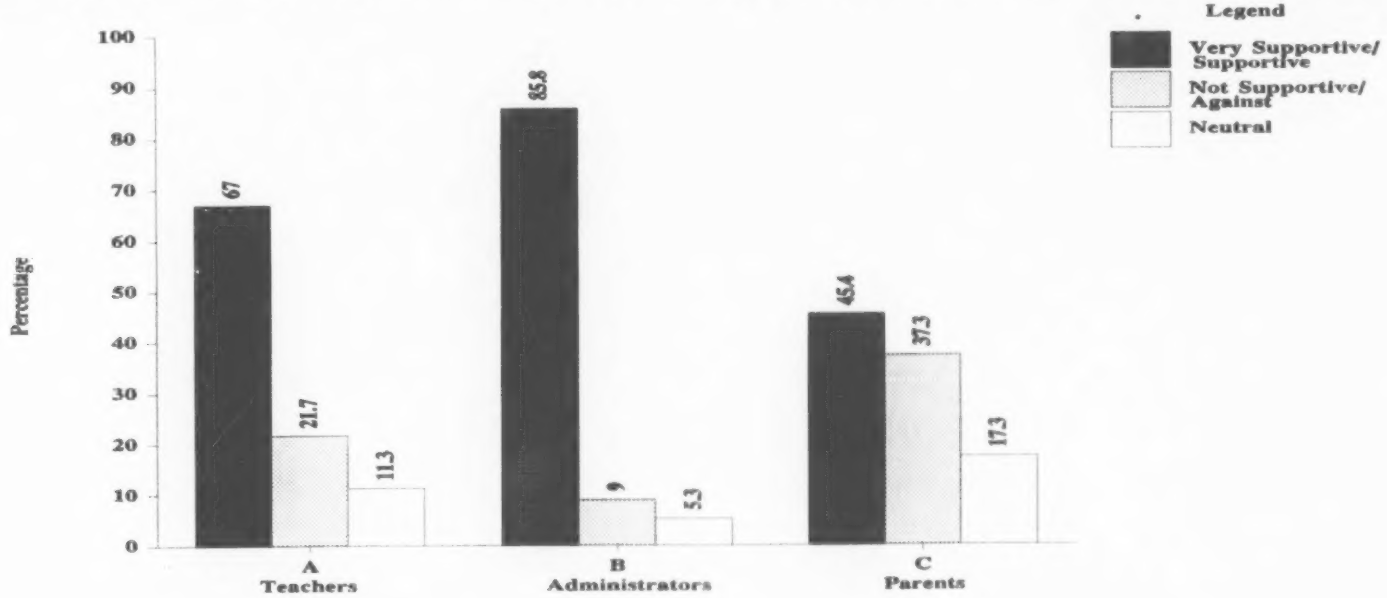
B. The support level of administrators at your school

C. The support level of parents

GRAPH 3.1

TEACHER'S PERCEPTION OF SUPPORT LEVELS FOR KERA

Q7. "Over the past four years, there has been both public support and criticism of KERA. How would you characterize the level of support of the following groups? Would you say the level of support is very supportive, supportive, not supportive, or against KERA reforms?"



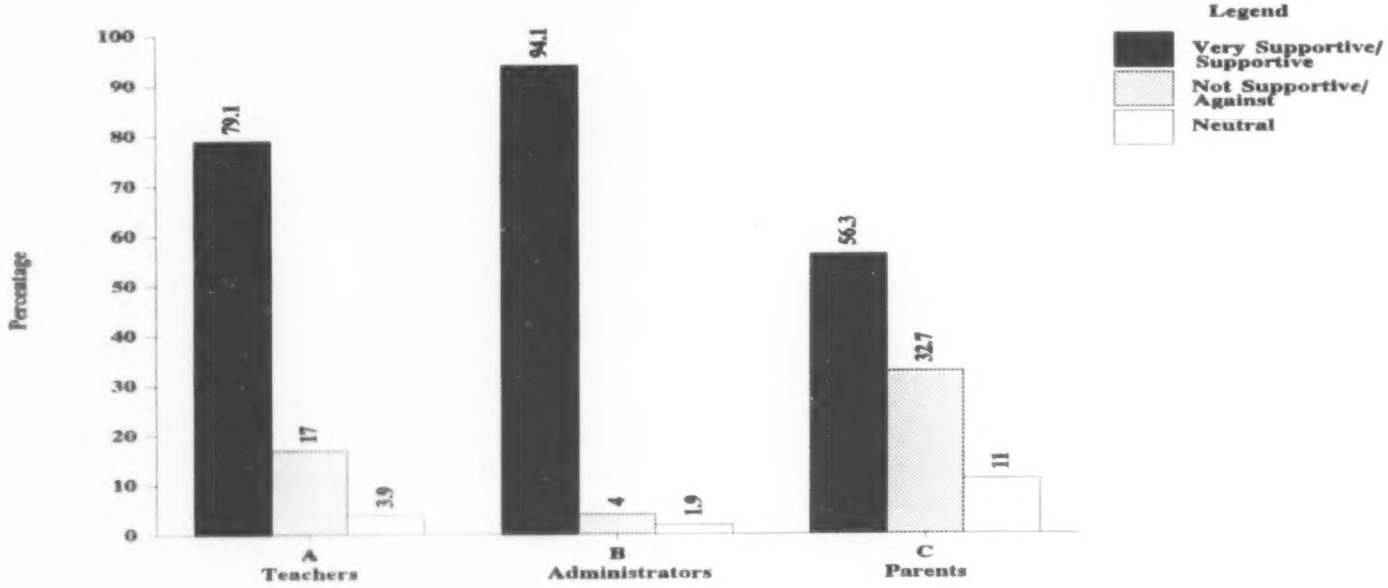
Base: All Teachers (N=609).

KEY
A. The support level of teachers in your school
B. The support level of administrators at your school
C. The support level of parents

GRAPH 3.2

SCHOOL COUNCIL MEMBERS' PERCEPTION OF SUPPORT LEVELS FOR KERA

Q7. "Over the past four years, there has been both public support and criticism of KERA. How would you characterize the level of support of the following groups? Would you say the level of support is very supportive, supportive, not supportive, or against KERA reforms?"



Base: All School Council Parents (N=100)

KEY

A. The support level of teachers in your school

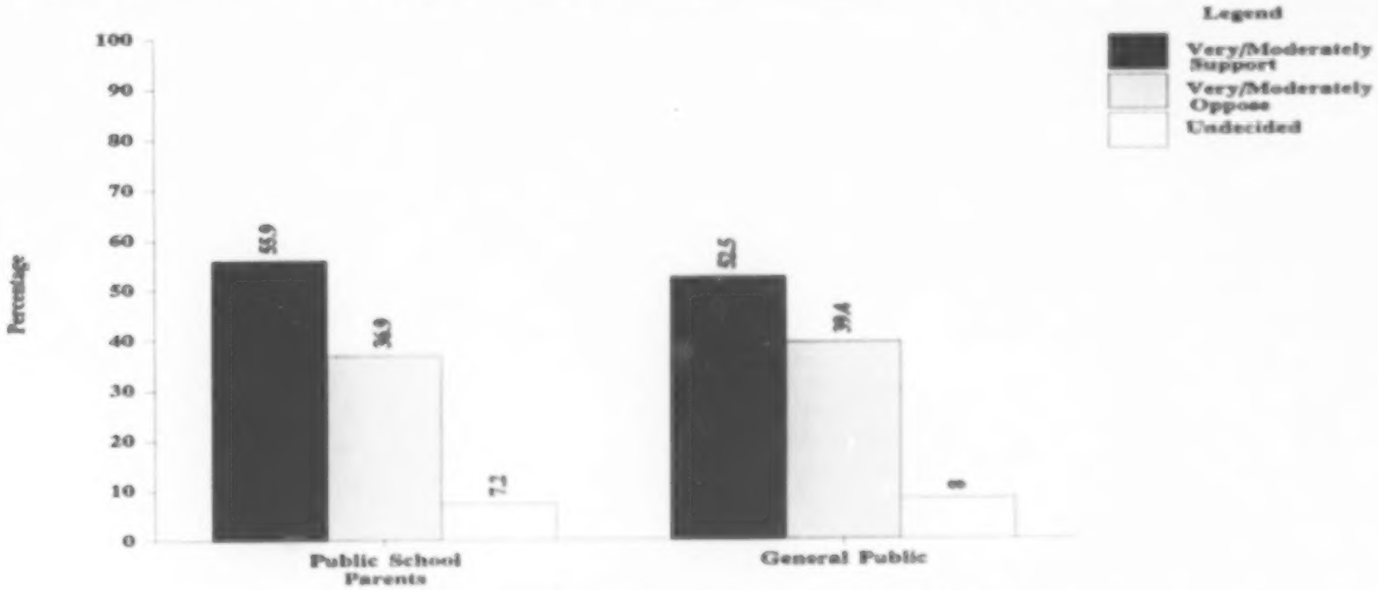
B. The support level of administrators at your school

C. The support level of parents

GRAPH 3.3

PERSONAL SUPPORT LEVELS FOR KERA PUBLIC SCHOOL PARENTS/GENERAL PUBLIC

Q9A. "Based on what you have seen, heard, or read about KERA, would you say that at this time you generally support, or oppose the changes required by the Education Reform Act of 1990. Would that be very or moderately strong (support/opposition)?"



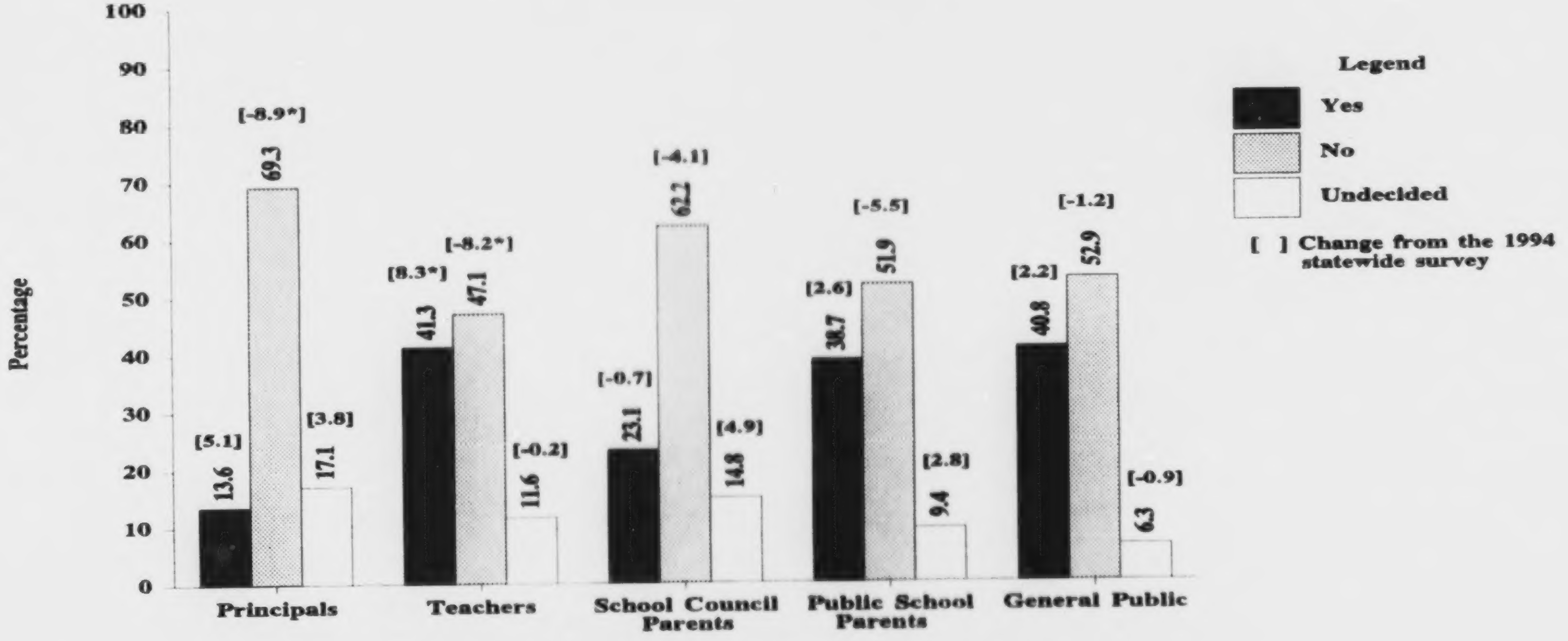
Base: All respondents who rated their understanding of KERA as high or medium.

SAMPLE SIZES	
Public School Parents	N=232
General Public	N=408

GRAPH 3.4

DESIRE TO RETURN SCHOOLS TO PRE-KERA POLICIES/PRACTICES

Q2/Q9B. "If you could return Kentucky schools to the way they were in 1989, before KERA, would you do so or not?"



Base: All Respondents with knowledge and understanding of KERA
*** Indicates statistically significant change at 95% confidence interval.**

SAMPLE SIZES			
Principals	N=214	Public School Parents	N=232
Teachers	N=609	General Public	N=408
School Council Parents	N=100		

96

97

OBJECTIVE 4.0

EVALUATION OF KERA INITIATIVES

OBJECTIVE 4.0
EVALUATION OF KERA INITIATIVES

See Graphs 4.0A-4.4B

The *Extended School Service Program, Professional Development for Teachers and Administrators, Educational Technology* and *School-Based Decision Making* were judged to be "working very or moderately well" by all five respondent groups.

The *Pre-School Program* and *Family Resource and Youth Service Centers* were considered to be "working well" by all groups except public school parents and the general public. The percentage of School Council Parents and public school parents who rated the *Family Resource and Youth Service Centers* as "working well" has significantly increased over the 1994 results.

Kentucky's *Primary Program* with multi-age grouping in kindergarten through grade three was judged to be "working well" by all groups except the school principals and the school teachers. The percent of principals rating the *Primary Program* as "working well" has significantly decreased since last year.

The new *Curriculum Frameworks* for KERA were judged as "working well" by a majority of all school professionals who must implement them, with a statistically significant increase in the percentage of teachers who rated the new *Curriculum Frameworks* as "working well" over last year. Also, there was a statistically significant decrease in the percentage of teachers who rated the new *Curriculum Frameworks* as "working poorly".

The State's New Formula for Equalizing Financing Across the State (SEEK) was judged as "working well" by a clear majority of principals, public school parents, and the general public. Only slightly more than half of the teachers and school council parents rated SEEK as "working well". However, there is a significant decrease from the 1994 results in the percentage of teachers rating SEEK as "working poorly".

Less than half of all five respondent groups rated the *State's New Testing Program in Grades 4, 8, and 12 (KIRIS)* to be "working well", with the teachers and principals expressing the largest number of concerns with the testing program.

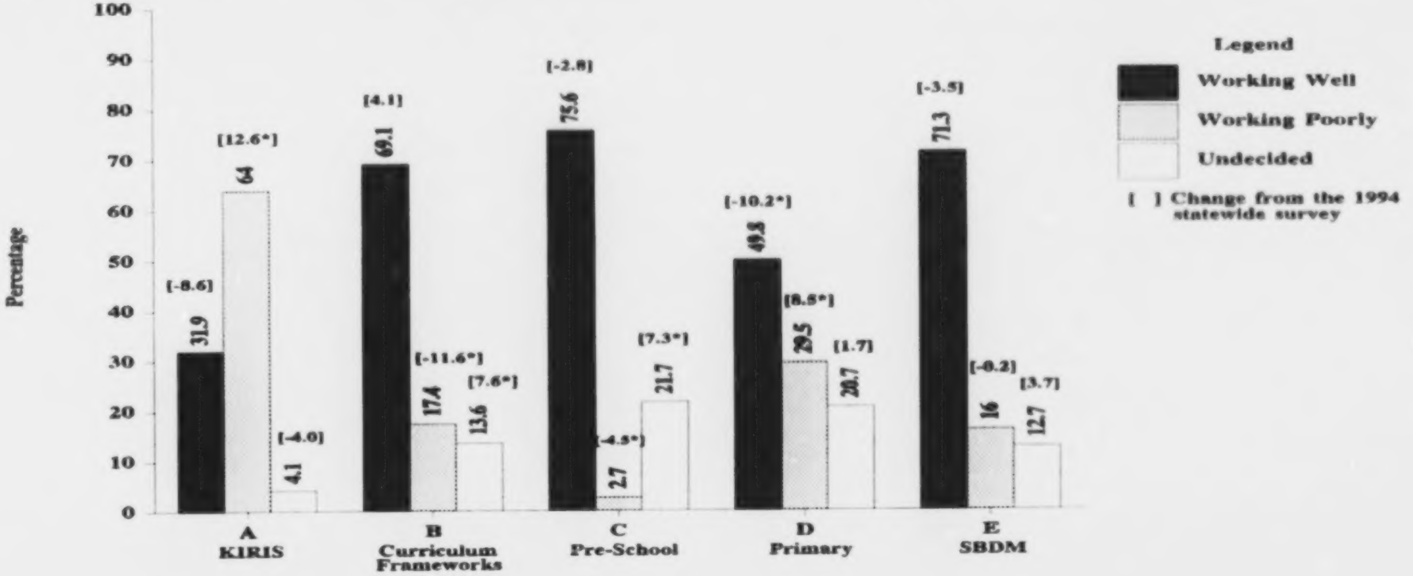
See Table 4.0

When asked to identify why specific programs were not working, the most frequent response was poor program design. This indicated concerns or disagreements with structure or philosophy of the program. Poor implementation and lack of training and technical assistance were given as reasons for *Technology and Professional Development* not working. Lack of training and technical assistance, and not being understood by teachers and parents were reasons for the *Family Resource and Youth Service Centers* not working.

GRAPH 4.0A

PRINCIPALS' RATINGS OF HOW WELL KERA INITIATIVES ARE WORKING

Q4. **"As we have said, KERA has required schools to implement several new programs. I will read the names of some of them and after I read each one, please tell me your opinion on whether it is working well or working poorly. In your view, is this program working well or working poorly? Would you say very or moderately (well/poorly)?"**



Base: All Principals (N=214)
*** Indicates statistically significant change at 95% confidence interval.**

KEY TO PROGRAM EVALUATION LIST

A. Kentucky's new statewide testing program in grades 4, 8, and 11

B. New Curriculum Frameworks for instruction

C. The Pre-school program

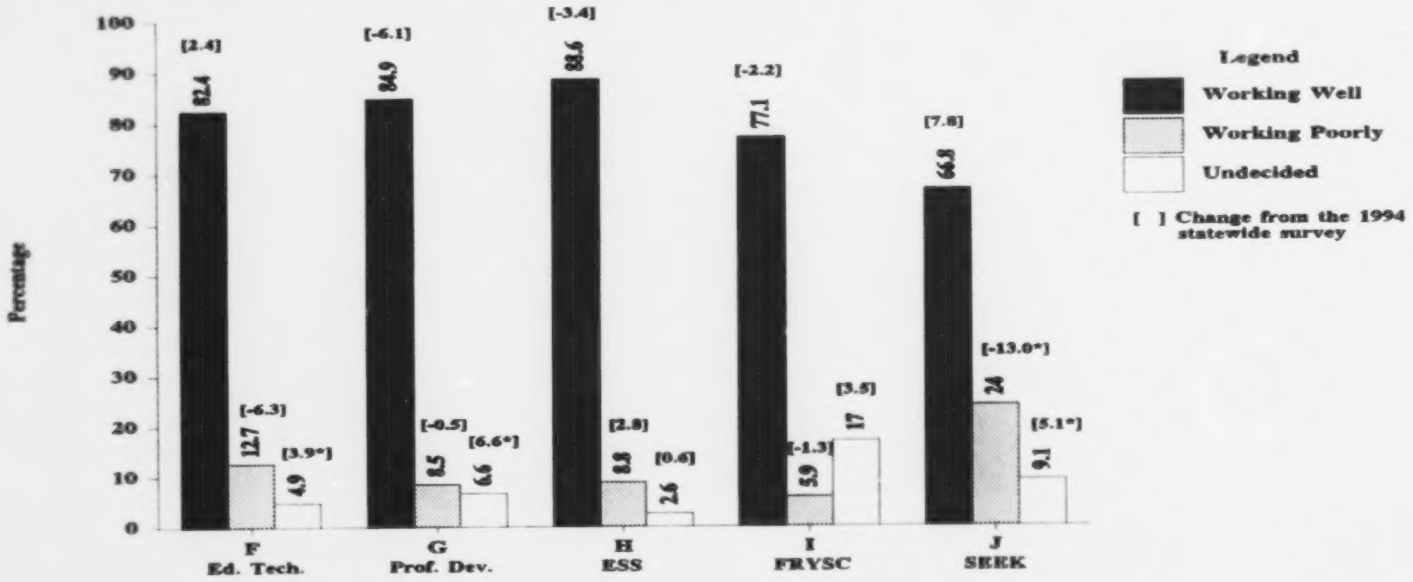
D. The ungraded Primary Program in grades K to 3

E. School-Based Decision Making

GRAPH 4.0B

PRINCIPALS' RATINGS OF HOW WELL KERA INITIATIVES ARE WORKING

Q4. "As we have said, KERA has required schools to implement several new programs. I will read the names of some of them and after I read each one, please tell me your opinion on whether it is working well or working poorly. In your view, is this program working well or working poorly? Would you say very or moderately (well/poorly)?"



Base: All Principals (N=214)
*** Indicates statistically significant change at 95% confidence interval.**

KEY TO PROGRAM EVALUATION LIST

F. Educational technology

G. Professional development and training for teachers, administrators, parents, and others

H. Extended School Services

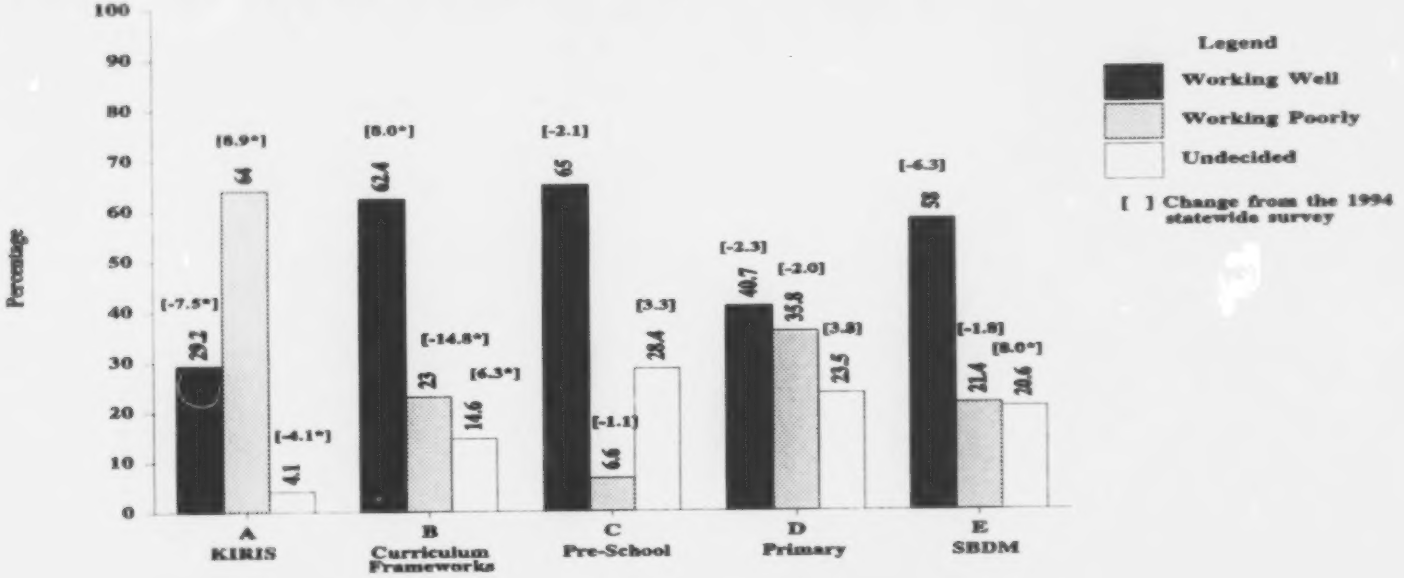
I. Family Resource and Youth Service Centers

J. The state formula for equalizing financing for schools across the state

GRAPH 4.1A

TEACHERS' RATINGS OF HOW WELL KERA INITIATIVES ARE WORKING

Q4. "As we have said, KERA has required schools to implement several new programs. I will read the names of some of them and after I read each one, please tell me your opinion on whether it is working well or working poorly. In your view, is this program working well or working poorly? Would you say very or moderately (well/poorly)?"



Base: All Teachers (N=609)
*** Indicates statistically significant change at 95% confidence interval.**

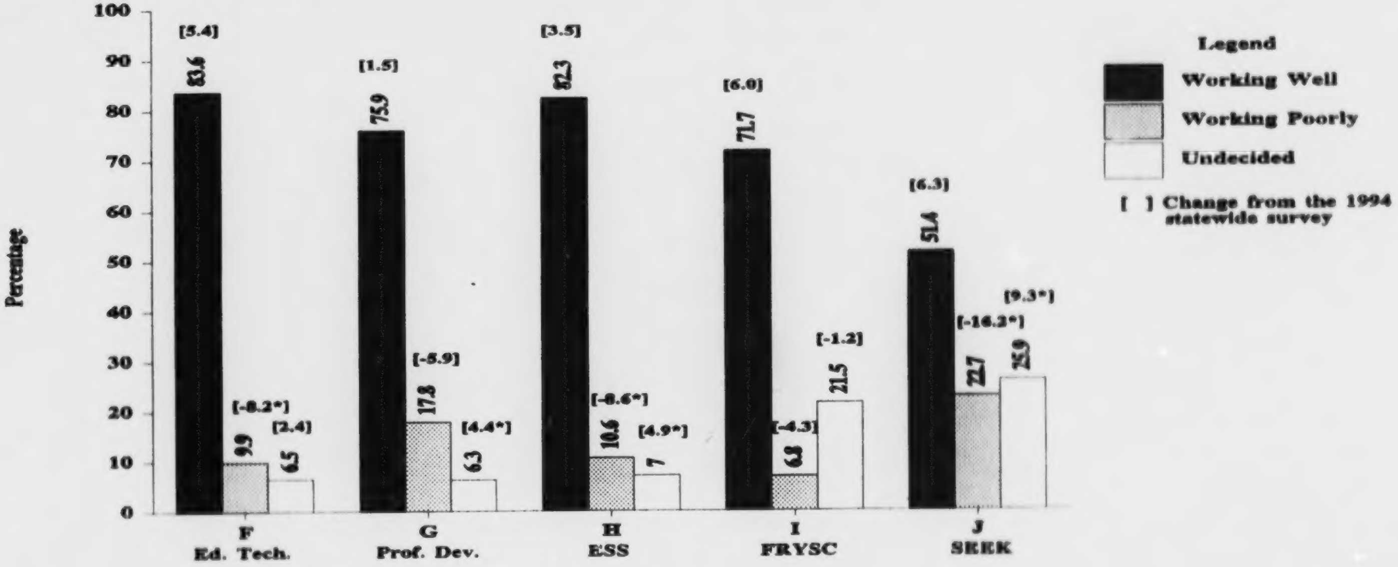
KEY TO PROGRAM EVALUATION LIST

A. Kentucky's new statewide testing program in grades 4, 8, and 11
B. New Curriculum Frameworks for instruction
C. The Pre-school program
D. The ungraded Primary Program in grades K to 3
E. School-Based Decision Making

GRAPH 4.1B

TEACHERS' RATINGS OF HOW WELL KERA INITIATIVES ARE WORKING

Q4. "As we have said, KERA has required schools to implement several new programs. I will read the names of some of them and after I read each one, please tell me your opinion on whether it is working well or working poorly. In your view, is this program working well or working poorly? Would you say very or moderately (well/poorly)?"



Base: All Teachers (N=609)
* Indicates statistically significant change at 95% confidence interval.

KEY TO PROGRAM EVALUATION LIST

F. Educational technology

G. Professional development and training for teachers, administrators, parents, and others

H. Extended School Services

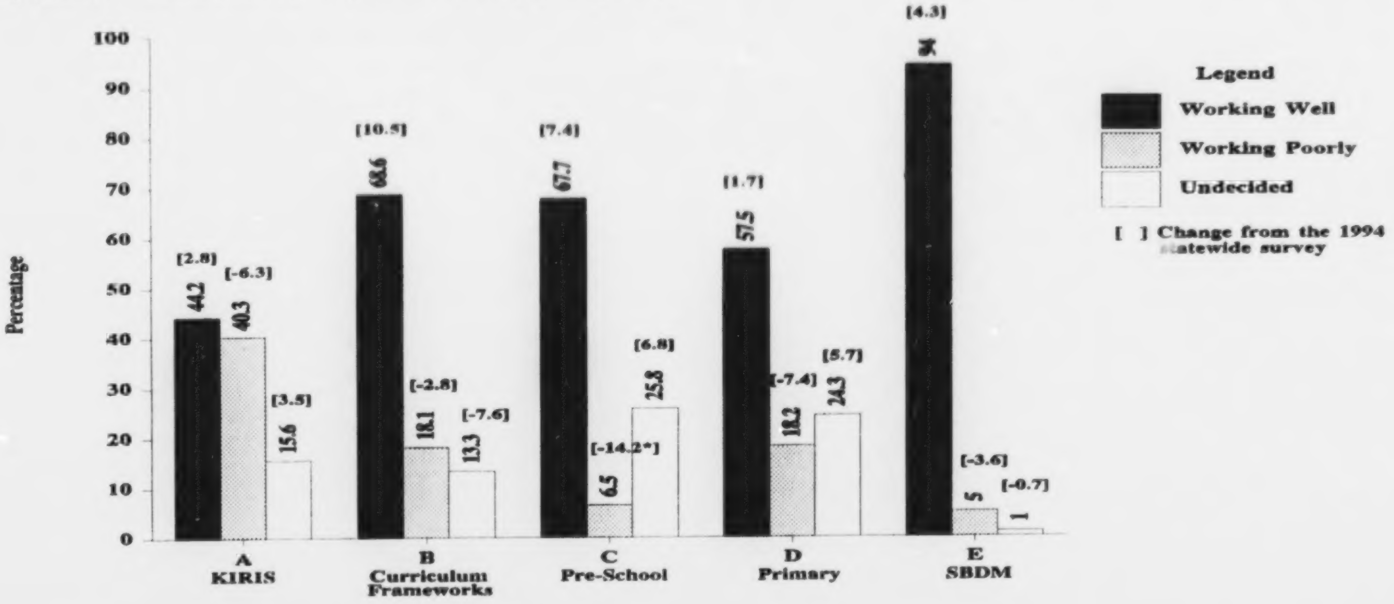
I. Family Resource and Youth Service Centers

J. The state formula for equalizing financing for schools across the state

GRAPH 4.2A

SCHOOL COUNCIL PARENTS' RATINGS OF HOW WELL KERA INITIATIVES ARE WORKING

Q4. **"As we have said, KERA has required schools to implement several new programs. I will read the names of some of them and after I read each one, please tell me your opinion on whether it is working well or working poorly. In your view, is this program working well or working poorly? Would you say very or moderately (well/poorly)?"**



Base: All School Council Parents (N=100)
*** Indicates statistically significant change at 95% confidence interval.**

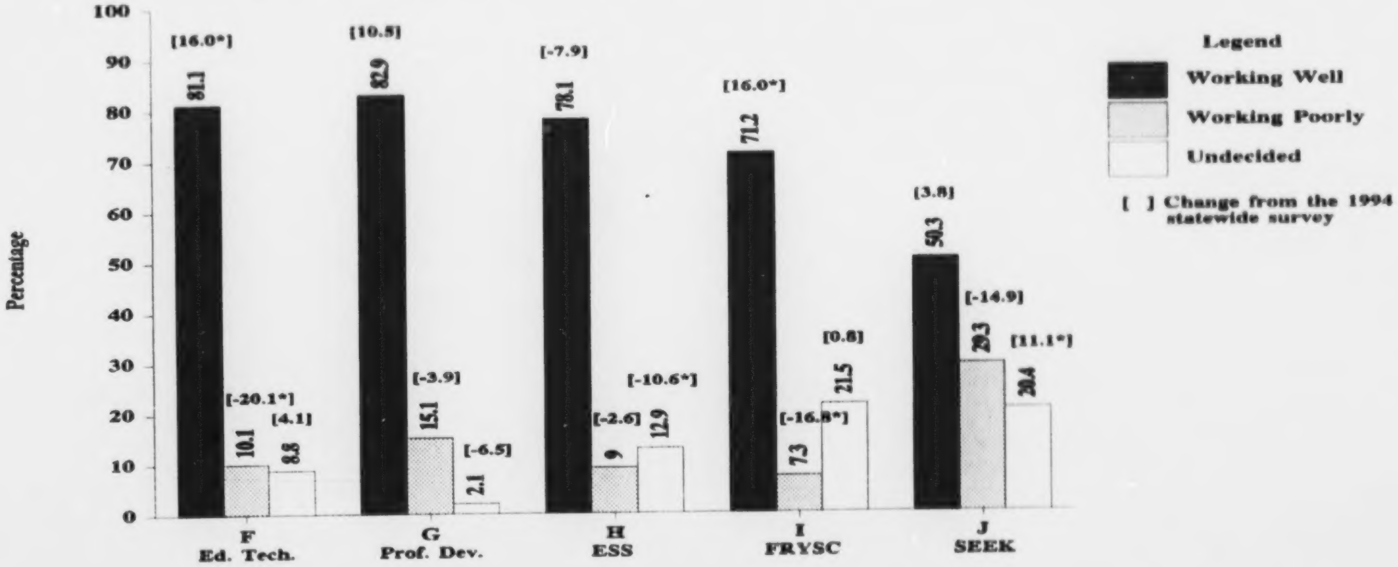
KEY TO PROGRAM EVALUATION LIST

A. Kentucky's new statewide testing program in grades 4, 8, and 11
B. New Curriculum Frameworks for instruction
C. The Pre-school program
D. The ungraded Primary Program in grades K to 3
E. School-Based Decision Making

GRAPH 4.2B

SCHOOL COUNCIL PARENTS' RATINGS OF HOW WELL KERA INITIATIVES ARE WORKING

Q4. "As we have said, KERA has required schools to implement several new programs. I will read the names of some of them and after I read each one, please tell me your opinion on whether it is working well or working poorly. In your view, is this program working well or working poorly? Would you say very or moderately (well/poorly)?"



Base: All School Council Parents (N=100)
*** Indicates statistically significant change at 95% confidence interval.**

KEY TO PROGRAM EVALUATION LIST

F. Educational technology

G. Professional development and training for teachers, administrators, parents, and others

H. Extended School Services

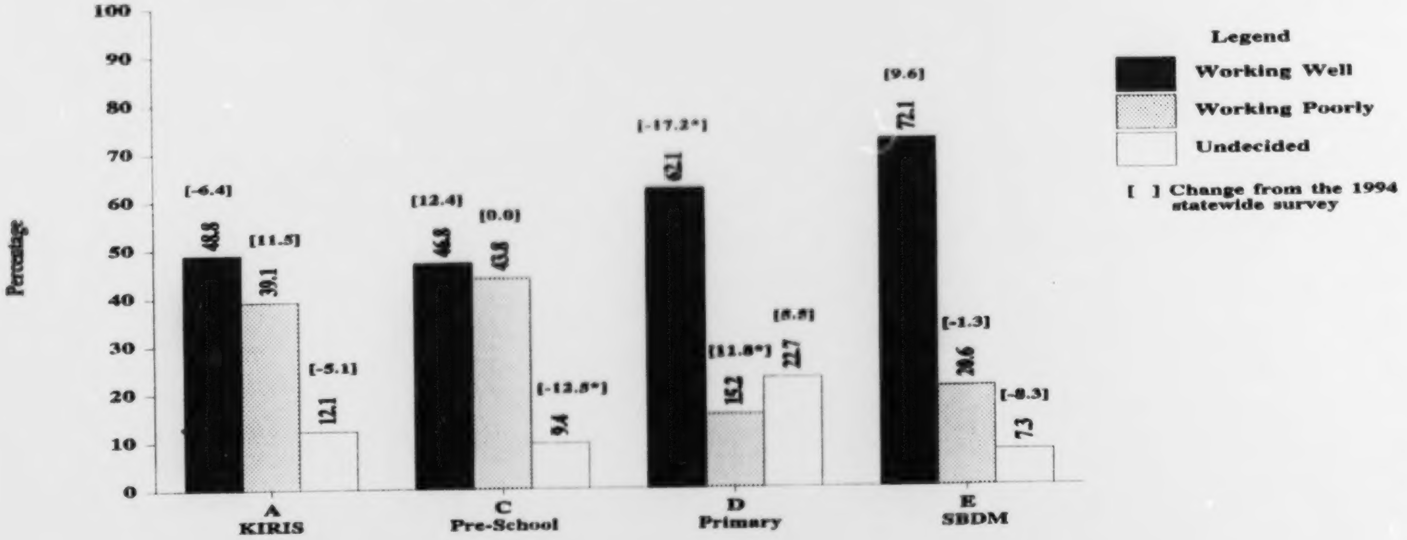
I. Family Resource and Youth Service Centers

J. The state formula for equalizing financing for schools across the state

GRAPH 4.3A

PUBLIC SCHOOL PARENTS' RATINGS OF HOW WELL KERA INITIATIVES ARE WORKING

Q11. "As we have said, KERA has required schools to implement several new programs. I will read the names of some of them and after I read each one, please tell me your opinion on whether it is working well or working poorly. In your view, is this program working well or working poorly? Would you say very or moderately (well/poorly)?"



Base: All Public School Parents (N=124)
*** Indicates statistically significant change at 95% confidence interval.**
Note 1: Only a randomly assigned portion of the sample answered each question.
Note 2: Attribute B (New Curriculum Frameworks for Instruction) was not asked of this group.

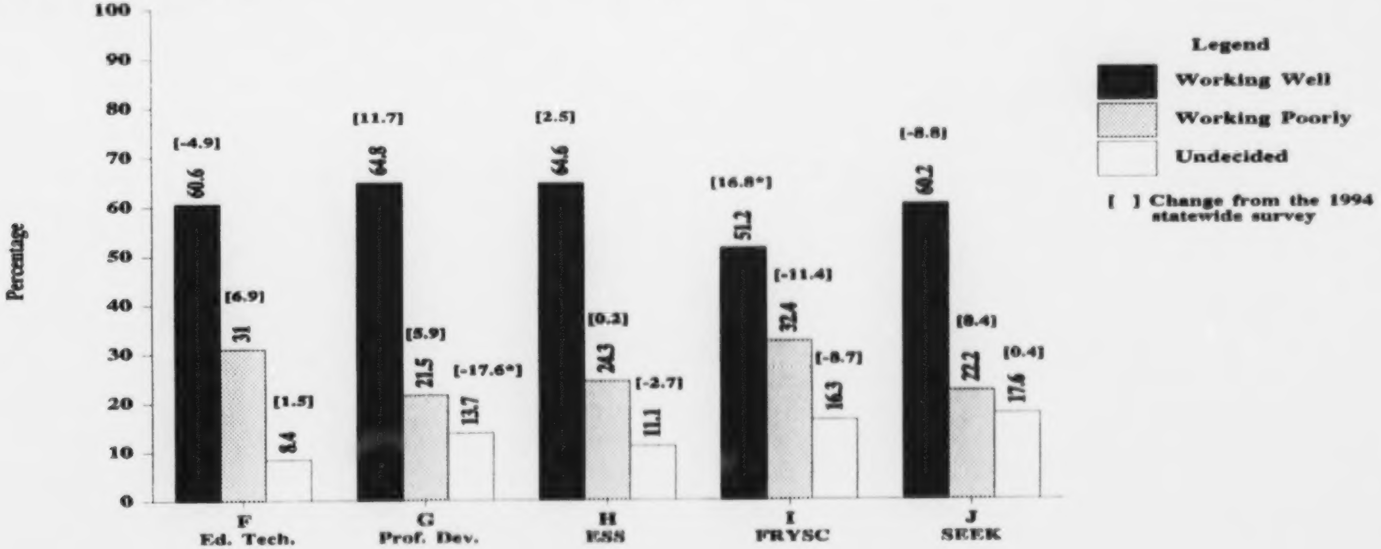
KEY TO PROGRAM EVALUATION LIST

- A. Kentucky's new statewide testing program in grades 4, 8, and 11
- C. The Pre-school program
- D. The ungraded Primary Program in grades K to 3
- E. School-Based Decision Making

GRAPH 4.3B

PUBLIC SCHOOL PARENTS' RATINGS OF HOW WELL KERA INITIATIVES ARE WORKING

Q11. **"As we have said, KERA has required schools to implement several new programs. I will read the names of some of them and after I read each one, please tell me your opinion on whether it is working well or working poorly. In your view, is this program working well or working poorly? Would you say very or moderately (well/poorly)?"**



Base: All Public School Parents (N=124)
* Indicates statistically significant change at 95% confidence interval.
Note: Only a randomly assigned portion of the sample answered each question.

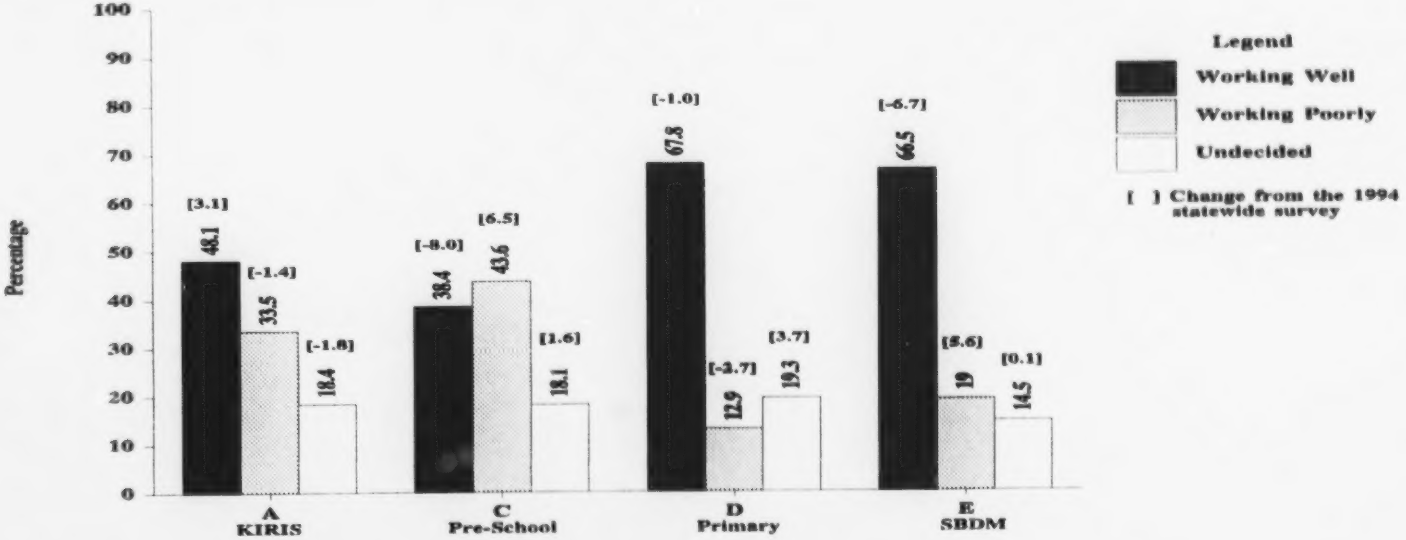
KEY TO PROGRAM EVALUATION LIST

- F. Educational technology
- G. Professional development and training for teachers, administrators, parents, and others
- H. Extended School Services
- I. Family Resource and Youth Service Centers
- J. The state formula for equalizing financing for schools across the state

GRAPH 4.4A

GENERAL PUBLIC RATINGS OF HOW WELL KERA INITIATIVES ARE WORKING

Q11. **"As we have said, KERA has required schools to implement several new programs. I will read the names of some of them and after I read each one, please tell me your opinion on whether it is working well or working poorly. In your view, is this program working well or working poorly? Would you say very or moderately (well/poorly)?"**



Base: All General Public (N=214)
* Indicates statistically significant change at 95% confidence interval.
Note 1: Only a randomly assigned portion of the sample answered each question.
Note 2: Attribute B (New Curriculum Frameworks for Instruction) was not asked of this group.

KEY TO PROGRAM EVALUATION LIST

- A. Kentucky's new statewide testing program in grades 4, 8, and 11
- C. The Pre-school program
- D. The ungraded Primary Program in grades K to 3
- E. School-Based Decision Making

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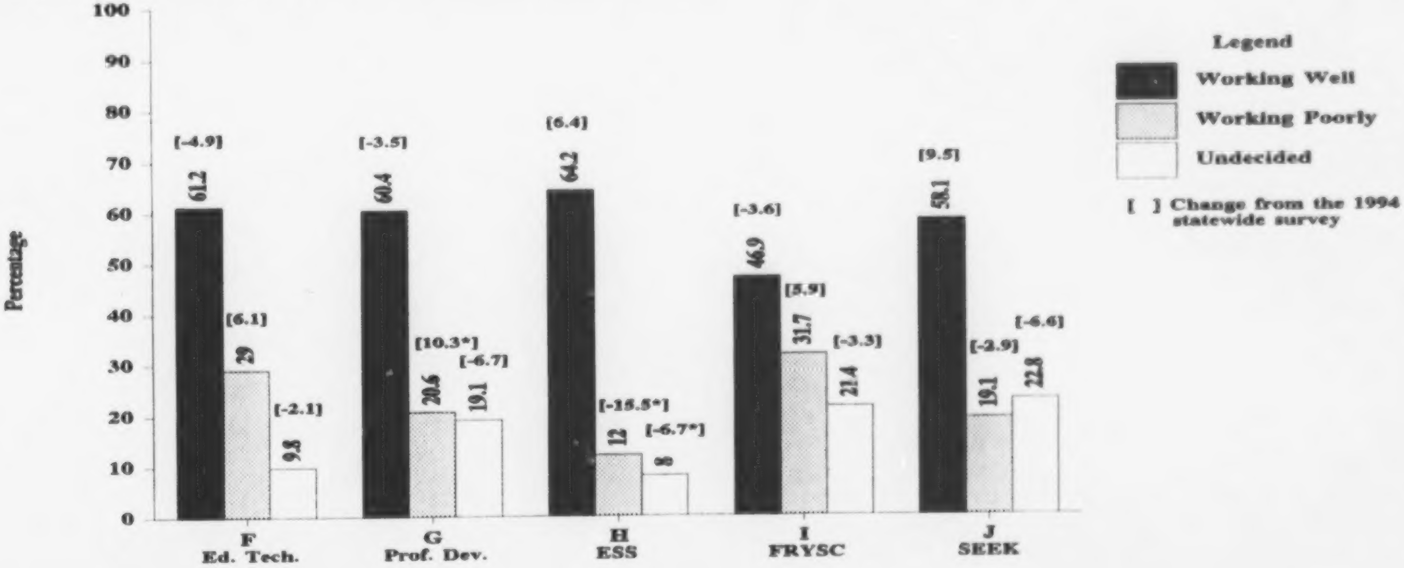
GRAPH 4.4B

GENERAL PUBLIC RATINGS OF HOW WELL KERA INITIATIVES ARE WORKING

Q11. "As we have said, KERA has required schools to implement several new programs. I will read the names of some of them and after I read each one, please tell me your opinion on whether it is working well or working poorly. In your view, is this program working well or working poorly? Would you say very or moderately (well/poorly)?"



Base: All General Public (N=214)
* Indicates statistically significant change at 95% confidence interval.
Note: Only a randomly assigned portion of the sample answered each question.

KEY TO PROGRAM EVALUATION LIST

F. Educational technology

G. Professional development and training for teachers, administrators, parents, and others

H. Extended School Services

I. Family Resource and Youth Service Centers

J. The state formula for equalizing financing for schools across the state

TABLE 4.0

FACTORS CONTRIBUTING TO PROGRAM NOT WORKING

Q5A. "Which of the following reasons would you say are the greatest contributing factors for __________ not working -- would you say that the problems are primarily due to being poorly designed, poorly implemented, not enough time to work, lack of training and technical assistance, or would some other reason better describe the problems?"

		REASONS GIVEN FOR PROGRAM NOT WORKING:				
	Number of Respondents	**Poorly Designed**	**Lack of Time for Planning and Development**	**Not Understood by Teachers and Parents**	**Lack of Training and Technical Assistance**	**All Others**
Kentucky's new statewide testing program in grades 4, 8, and 12	N=534	56.7%	27.9%	21.9%	16.9%	57.8%
State Formula for Equalizing Financing for Schools Across the State	N=217	48.6	21.1	12.4	9.8	43.3
New curriculum frameworks for KERA	N=195	42.7	39.2	31.8	36.6	25.4
Ungraded Primary Program in Grades K to 3	N=294	46.6	28.9	26.6	21.8	45.1
School-based Decision Making	N=160	32.9	23.2	19.5	19.7	54.8
Professional Development and Training for Teachers, Administrators, Parents, and Others	N=144	35.7	39.8	21.6	39.7	21.5
Increased Use of Technology	N=102	22.3	31.9	13.3	55.8	28.0
Extended School Services	N=94	35.9	16.5	12.6	19.2	44.3
Family Resource and Youth Service Centers	N=64	27.2	22.3	32.4	32.5	29.4
The Pre-School Program	N=53	41.6	17.8	18.5	19.9	35.4

Base: All professional educators who felt that a given program was working poorly.

Note: Boxes indicate percentages that are significantly higher or lower at the 95% confidence levels from the other groups.

OBJECTIVE 5.0

KERA-RELATED PROGRAMS AND PRACTICES THAT NEED ATTENTION

OBJECTIVE 5.0
KERA-RELATED PROGRAMS AND PRACTICES THAT NEED ATTENTION

See
Graphs
5.0A-5.2B

Given twelve areas of concern identified through focus groups and surveys as priorities for attention, principals and teachers rated all twelve of the priorities as "extremely high" or "very high". School council parents rated eleven of the twelve priorities as "extremely high" or "very high". The one priority that school council parents did not rate this way was *"reducing the threat of sanctions for teachers"*. These twelve priorities are shown in the table below.

EXHIBIT 5A
PERCENT RATING SELECTED KERA PROGRAMS AND PRACTICES AS HIGH PRIORITIES BY TARGET GROUP

	Principals	**Teachers**	**School Council Parents**
A. Helping teachers understand what students should know and be able to do at different grade levels.	(2) 91.4%	(3) 77.0%	(2) 84.4%
B. Establishing the validity and reliability of KIRIS.	(1) 91.8	(6) 75.3	(6) 74.7
C. Helping schools align their curriculum with academic expectations.	(4) 82.5	(8) 73.3	(3) 83.1
D. Providing test information back to schools on how to improve student performance.	(3) 86.5	(7) 74.3	(5) 82.2
E. Reducing the threat of sanctions for teachers.	(12) 57.2	(11) 63.9	(12) 36.3
F. Improving communications and distribution of information at the local district level.	(10) 65.3	(12) 63.0	(7) 74.5
G. Two-way communication between schools and the Department of Education.	(11) 58.7	(10) 69.5	(8) 69.5
H. Reducing the paperwork associated with KERA.	(7) 76.3	(5) 76.6	(11) 60.2
I. Providing teachers more time for design of curriculum and instruction.	(5) 79.7	(1) 86.7	(10) 62.6
J. Providing opportunities for professional development that address specific needs.	(6) 77.7	(9) 70.4	(9) 68.2
K. Effective leadership at the local school level.	(9) 73.7	(2) 79.5	(1) 87.3
L. Effective leadership at the school district level.	(8) 76.4	(4) 77.0	(4) 82.7

Note: Ranks shown in parentheses ( ).

It is evident from Exhibit 5A that the level of priority is different between items for principals, teachers, and school council parents.

Six of the above factors are comparable to items on the 1994 survey. Two items were rated significantly higher in priority than in 1994:

- *Helping teachers understand what students should know and be able to do*
- *Establishing the validity and reliability of KIRIS*

"Professional development" was rated as a higher priority for each group, but the only group for which this difference was significant was for the principals.

Three items were rated about the same in priority compared to 1994:

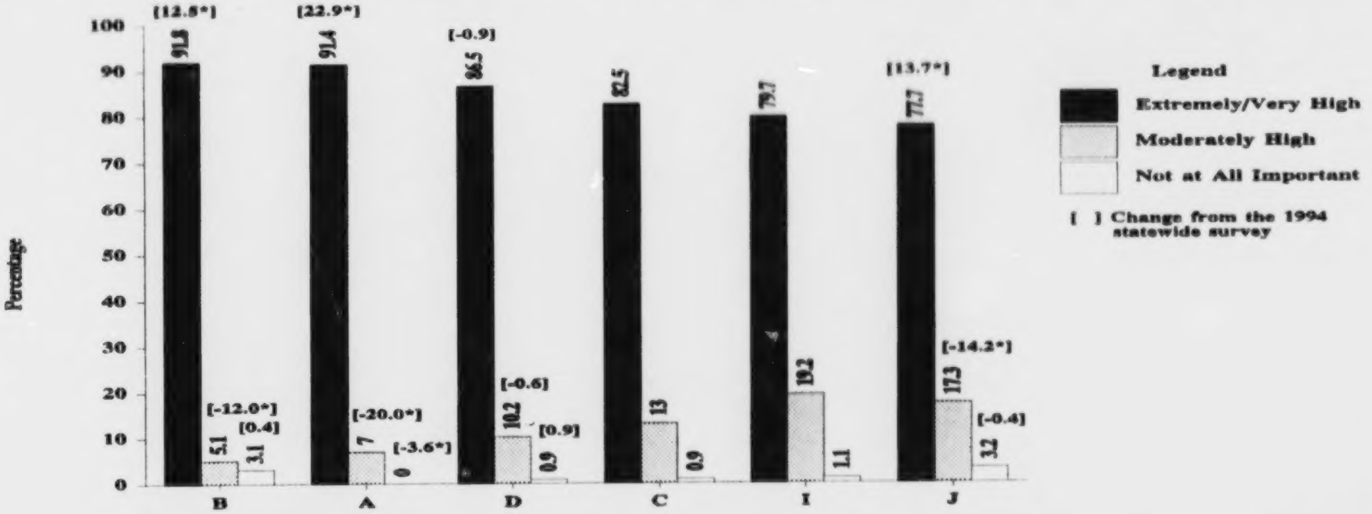
- *Providing test information back to schools*
- *Two-way communication between schools and the Department of Education*
- *Reducing the paperwork associated with KERA*

Even though these items just mentioned were about the same, one item was rated as a significantly higher priority by teachers. This was *"reducing the paperwork associated with KERA"*.

GRAPH 5.0A

PRINCIPALS' PRIORITIES FOR IMPROVEMENTS IN KERA PROGRAMS AND PRACTICES (TOP SIX PRIORITIES)

Q8. "The following items are often mentioned by Kentucky school administrators, teachers, and parents as areas of concern that, if addressed, would improve teaching and learning and make KERA programs work better. To what extent do you believe each item should be a priority for attention? Your choices are, extremely high priority, very high priority, moderately high priority, not at all important."



Base: Principals (N=103)
* Indicates statistically significant change at 95% confidence interval.
Note 1: Only a randomly assigned portion answered each question.
Note 2: "Undecided" responses are not shown in this graph. The percentage of "undecided" is equal to the sum of the percentages in each segment of the graph, subtracted from 100%.

KEY TO PROGRAMS AND PRIORITIES LIST

B. Establishing the validity and reliability of KIRIS.

A. Helping teachers understand what students should know and be able to do at different grade levels.

D. Providing test information back to schools on how to improve student performance.

C. Helping schools align their curriculum with academic expectations.

I. Providing teachers more time for design of curriculum and instruction.

J. Providing opportunities for professional development that address specific needs.

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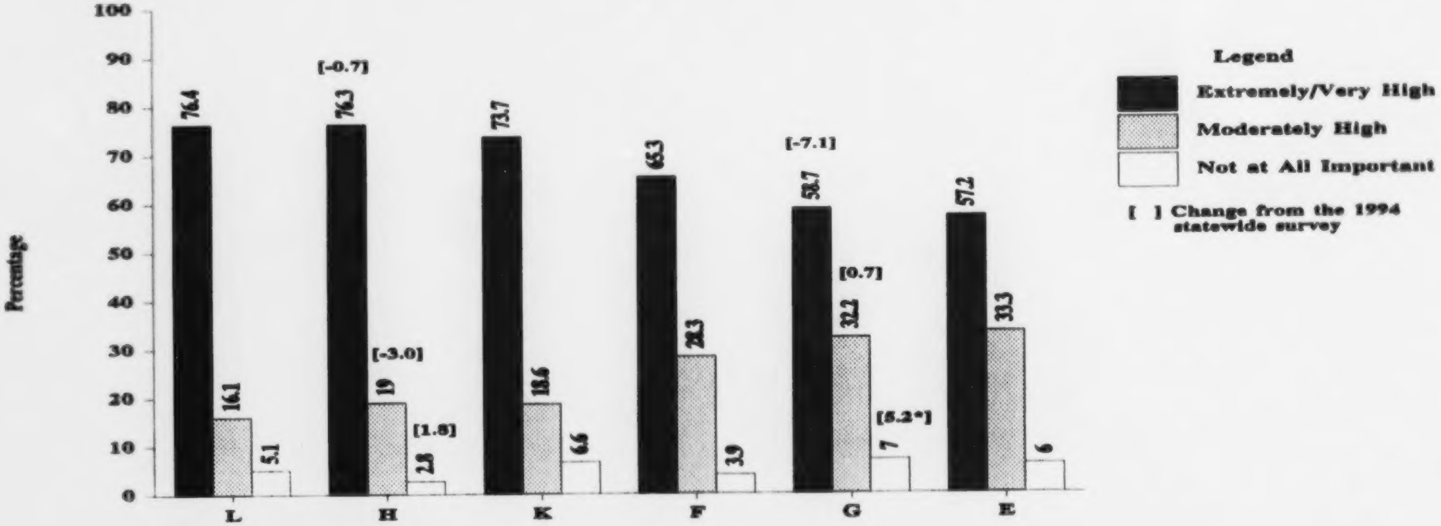
GRAPH 5.0B

PRINCIPALS' PRIORITIES FOR IMPROVEMENTS IN KERA PROGRAMS AND PRACTICES (SECOND SIX PRIORITIES)

Q8. "The following items are often mentioned by Kentucky school administrators, teachers, and parents as areas of concern that, if addressed, would improve teaching and learning and make KERA programs work better. To what extent do you believe each item should be a priority for attention? Your choices are, extremely high priority, very high priority, moderately high priority, not at all important."



Base: Principals (N=103)
* Indicates statistically significant change at 95% confidence interval.
Note 1: Only a randomly assigned portion answered each question.
Note 2: "Undecided" responses are not shown in this graph. The percentage of "undecided" is equal to the sum of the percentages in each segment of the graph, subtracted from 100%.

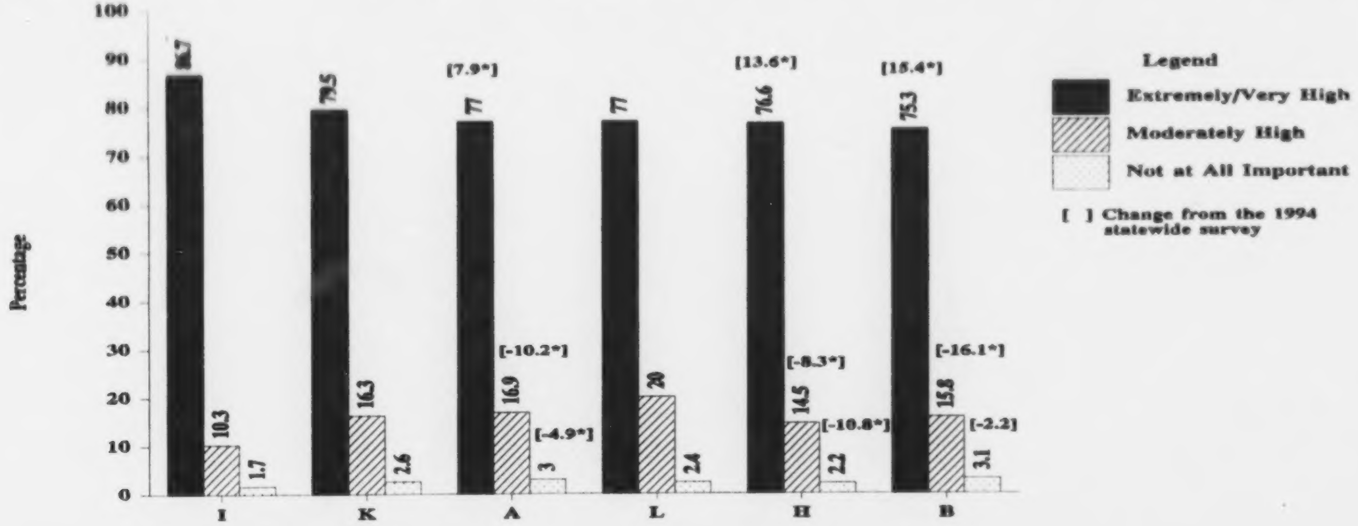
KEY TO PROGRAMS AND PRIORITIES LIST

L. Effective leadership at the school district level.
H. Reducing the paperwork associated with KERA.
K. Effective leadership at the local school level.
F. Improving communications and distribution of information at the local district level.
G. Improving two-way communication with the Department of Education.
E. Reducing the threat of sanctions for teachers.

GRAPH 5.1A

TEACHERS' PRIORITIES FOR IMPROVEMENTS IN KERA PROGRAMS AND PRACTICES (TOP SIX PRIORITIES)

Q8. **"The following items are often mentioned by Kentucky school administrators, teachers, and parents as areas of concern that, if addressed, would improve teaching and learning and make KERA programs work better. To what extent do you believe each item should be a priority for attention? Your choices are, extremely high priority, very high priority, moderately high priority, not at all important."**



Base: Teachers (N=310)
*** Indicates statistically significant change at 95% confidence interval.**
Note 1: Only a randomly assigned portion answered each question.
Note 2: "Undecided" responses are not shown in this graph. The percentage of "undecided" is equal to the sum of the percentages in each segment of the graph, subtracted from 100%.

KEY TO PROGRAMS AND PRIORITIES LIST

I. Providing teachers more time for design of curriculum and instruction.

K. Effective leadership at the local school level.

A. Helping teachers understand what students should know and be able to do at different grade levels.

L. Effective leadership at the school district level.

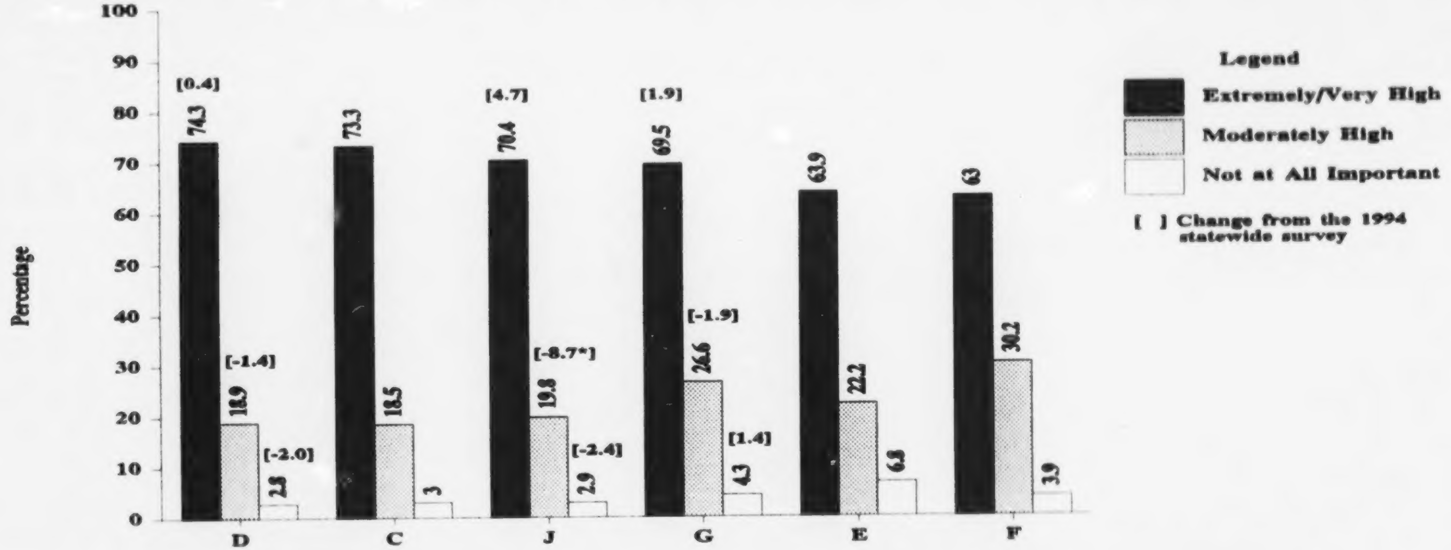
H. * Reducing the paperwork associated with KERA.

B. Establishing the validity and reliability of KIRIS.

GRAPH 5.1B

TEACHERS' PRIORITIES FOR IMPROVEMENTS IN KERA PROGRAMS AND PRACTICES (SECOND SIX PRIORITIES)

Q8. "The following items are often mentioned by Kentucky school administrators, teachers, and parents as areas of concern that, if addressed, would improve teaching and learning and make KERA programs work better. To what extent do you believe each item should be a priority for attention? Your choices are, extremely high priority, very high priority, moderately high priority, not at all important."



Base: Teachers (N=310)
Note 1: Only a randomly assigned portion answered each question.
Note 2: "Undecided" responses are not shown in this graph. The percentage of "undecided" is equal to the sum of the percentages in each segment of the graph, subtracted from 100%.

KEY TO PROGRAMS AND PRIORITIES LIST

D. Providing test information back to schools on how to improve student performance.

C. Helping schools align their curriculum with the Academic Expectations.

J. Providing opportunities for professional development that address specific needs.

G. Improving two-way communication with the Department of Education.

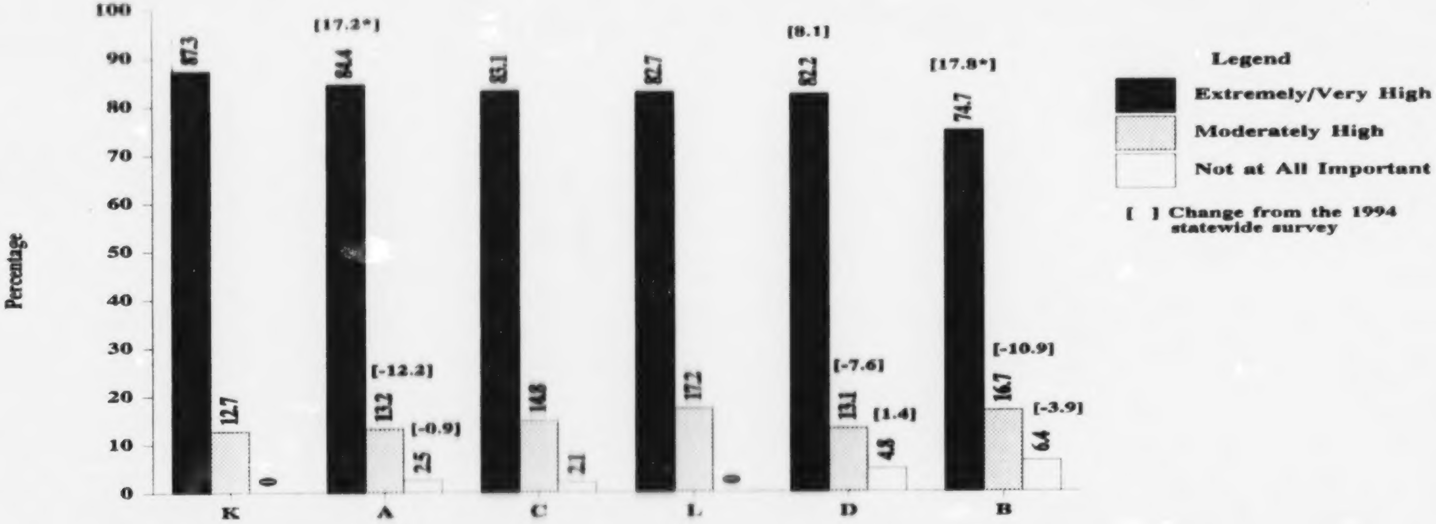
E. Reducing the treat of sanctions for teachers.

F. Improving communications and distribution of information at the local district level.

GRAPH 5.2A

SCHOOL COUNCIL PARENTS' PRIORITIES FOR IMPROVEMENTS IN KERA PROGRAMS AND PRACTICES (TOP SIX PRIORITIES)

Q8. "The following items are often mentioned by Kentucky school administrators, teachers, and parents as areas of concern that, if addressed, would improve teaching and learning and make KERA programs work better. To what extent do you believe each item should be a priority for attention? Your choices are, extremely high priority, very high priority, moderately high priority, not at all important."



Base: School Council Parents (N=53)
* Indicates statistically significant change at 95% confidence interval.
Note 1: Only a randomly assigned portion answered each question.
Note 2: "Undecided" responses are not shown in this graph. The percentage of "undecided" is equal to the sum of the percentages in each segment of the graph, subtracted from 100%.

KEY TO PROGRAMS AND PRIORITIES LIST

K. Effective leadership at the local school level.

A. Helping teachers understand what students should know and be able to do at different grade levels.

C. Helping schools align their curriculum with the Academic Expectations.

L. Effective leadership at the school level.

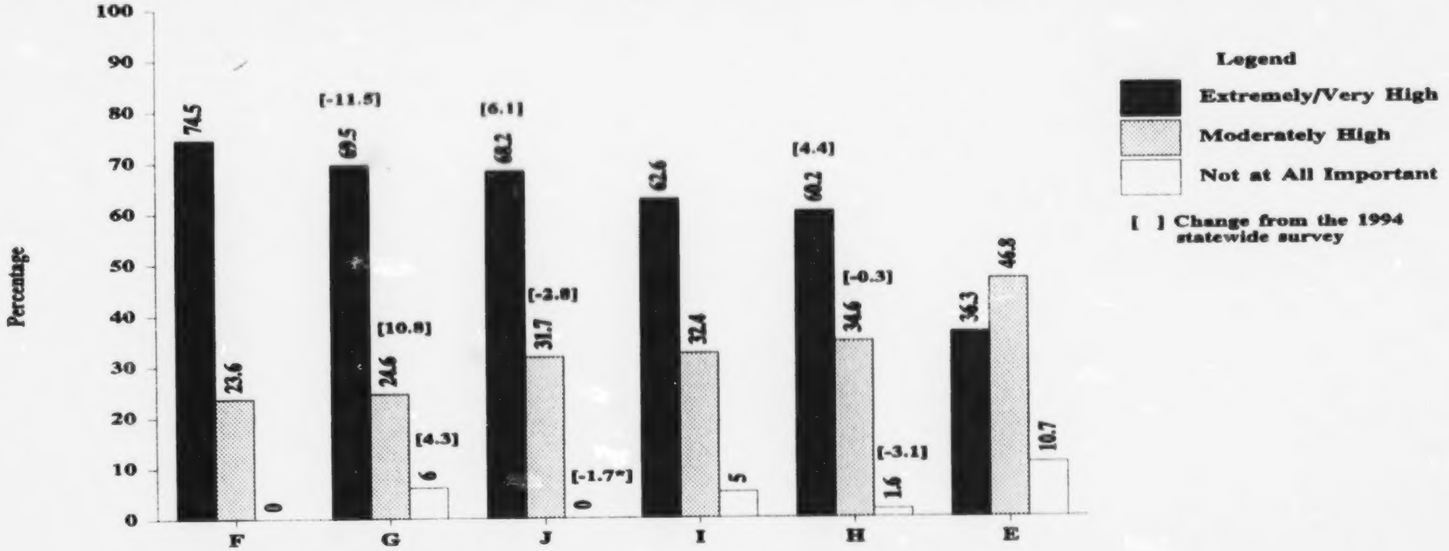
D. Providing test information back to schools on how to improve student performance.

B. Establishing the validity and reliability of KIRIS.

GRAPH 5.2B

SCHOOL COUNCIL PARENTS' PRIORITIES FOR IMPROVEMENTS IN KERA PROGRAMS AND PRACTICES (SECOND SIX PRIORITIES)

Q8. "The following items are often mentioned by Kentucky school administrators, teachers, and parents as areas of concern that, if addressed, would improve teaching and learning and make KERA programs work better. To what extent do you believe each item should be a priority for attention? Your choices are, extremely high priority, very high priority, moderately high priority, not at all important."



Base: School Council Parents (N=53)

Note 1: Only a randomly assigned portion answered each question.

Note 2: "Undecided" responses are not shown in this graph. The percentage of "undecided" is equal to the sum of the percentages in each segment of the graph, subtracted from 100%.

KEY TO PROGRAMS AND PRIORITIES LIST

F. Improving communications and distribution of information at the local district level.

G. Improving communication with the Department of Education.

J. Providing opportunities for professional development that address specific needs.

I. Providing teachers more time for design of curriculum and instruction.

H. Reducing the paperwork associated with KERA.

E. Reducing the treat of sanctions for teachers.

OBJECTIVE 6.0

TEACHER/ADMINISTRATOR STRESS LEVEL

OBJECTIVE 6.0
TEACHER/ADMINISTRATOR STRESS LEVEL

See
Graph
6.0A-6.0C

School professionals and school council parents were asked to rate perceived KERA related stress levels of teachers, school administrators and students.

Both principals and teachers rated the level of stress of teachers as the highest of the three groups. School council parents were almost evenly split when rating the stress level of teachers and the stress level of school administrators. About half of the school council parents rated these two groups as having "extreme" or "major" stress. Also, approximately half of the school council parents rated the stress level of teachers and the stress level of school administrators as "some" or "little" stress.

Differences did exist in the perceptions of the surveyed groups of respondents.

- A higher percent of principals and teachers rated the stress level of teachers and school administrators as "extreme" or "major" stress than did school council parents.
- A lower percent of principals rated the stress level of students as "extreme" or "major" stress than did teachers and school council parents.

See
Graph
6.1

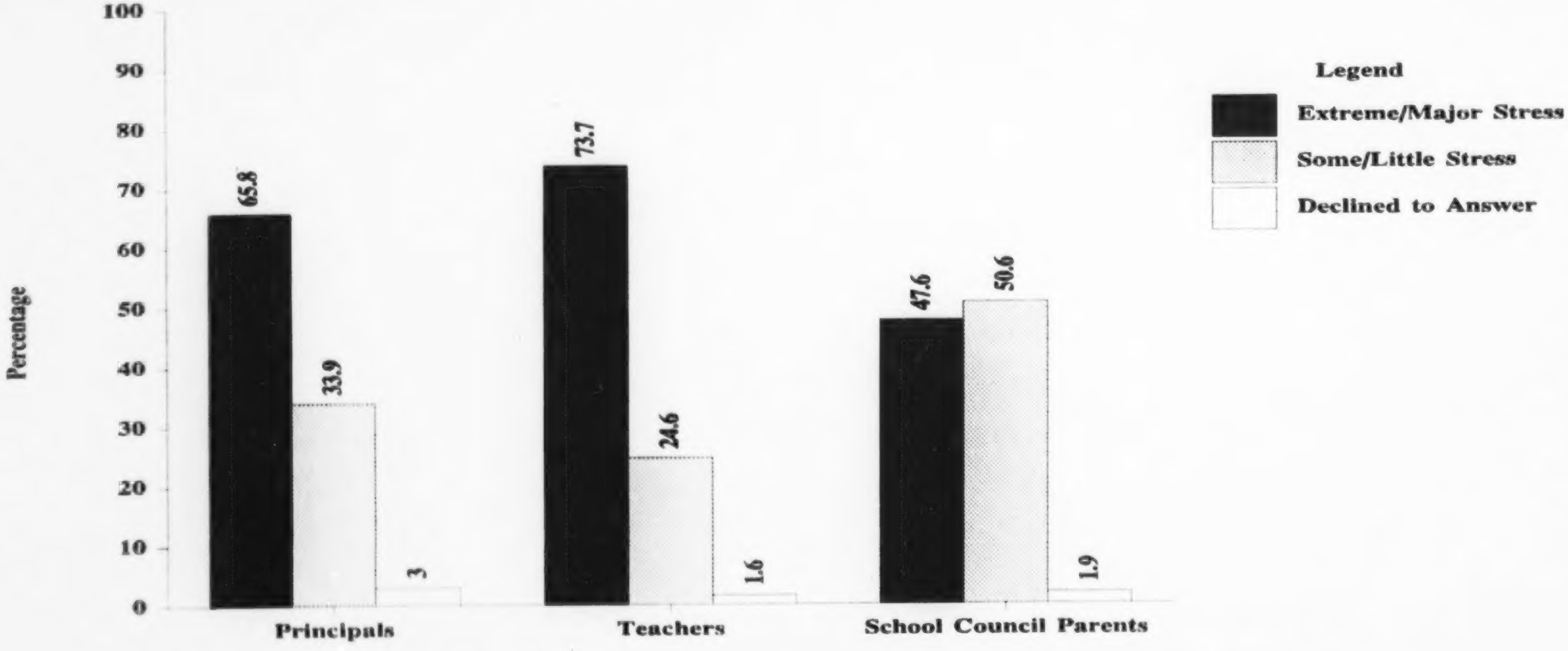
When asked to rate their own personal levels of stress, teachers reported the highest level of stress. Slightly over half, 53.1%, of the teachers reported "extreme stress" or "major stress". Self-reported extreme stress was significantly higher for teachers in grades four and five than for other teachers. Just under half, 46.6%, of the principals reported "extreme stress" or "major stress". Only one in five, 19%, of the school council parents reported "extreme stress" or "major stress".

When compared against 1994, each group has reported significantly lower levels of personal stress. Also, respondents were much more likely to give an answer to questions about stress this year than they were last year.

GRAPH 6.0A

PERCEIVED KERA RELATED STRESS LEVELS OF TEACHERS

Q6A. "School personnel across the state report a lot of stress due to the extra work and the demands of KERA. How would you characterize the stress level of different professional groups you have contact with on a regular basis? Would you say extreme stress seriously affecting both professional and personal lives, major stress mostly affecting the ability of people to function on their jobs, some stress but it is manageable, little or no stress when you consider the stress level of *Teachers*?"



Base: All principals, teachers, and school council parents.

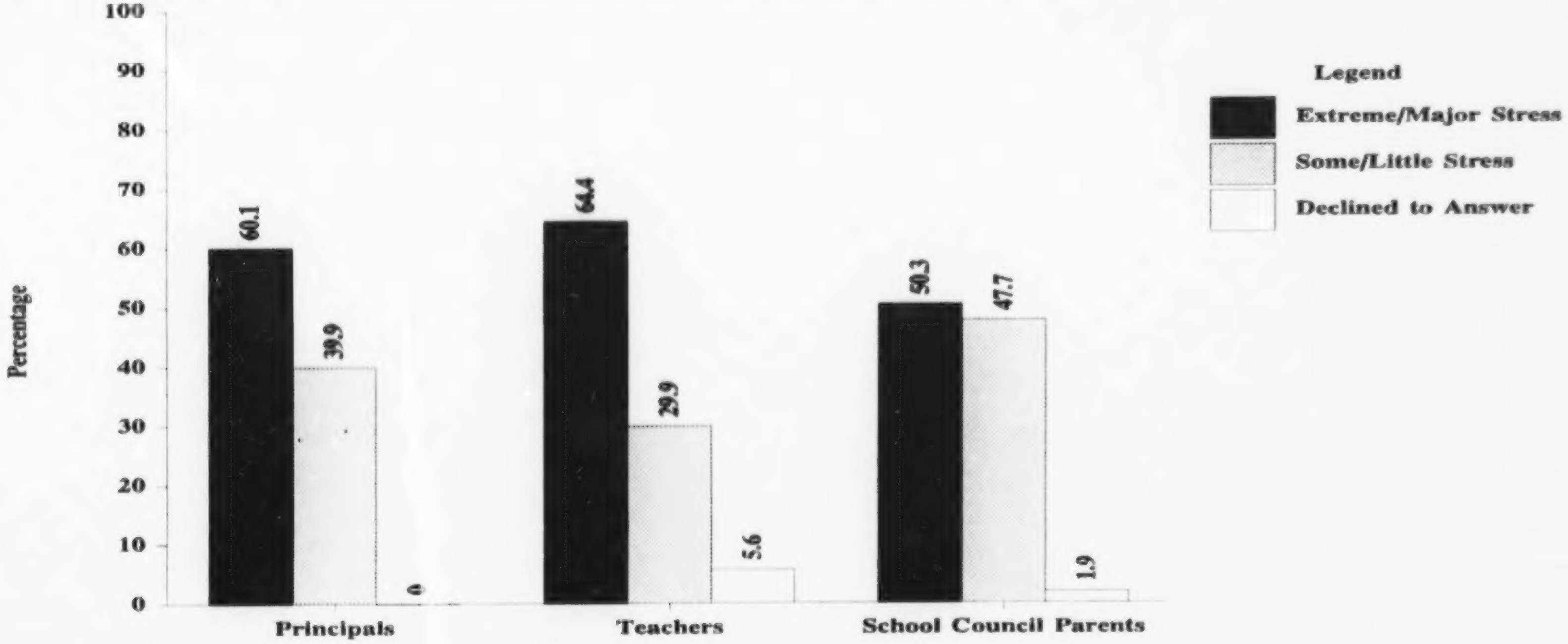
SAMPLE SIZES

Principals	N=214	School Council Parents	N=100
Teachers	N=609		

GRAPH 6.0B

PERCEIVED KERA RELATED STRESS LEVELS OF SCHOOL ADMINISTRATORS

Q6B. **"School personnel across the state report a lot of stress due to the extra work and the demands of KERA. How would you characterize the stress level of different professional groups you have contact with on a regular basis? Would you say extreme stress seriously affecting both professional and personal lives, major stress mostly affecting the ability of people to function on their jobs, some stress but it is manageable, little or no stress when you consider the stress level of *School Administrators*?"**



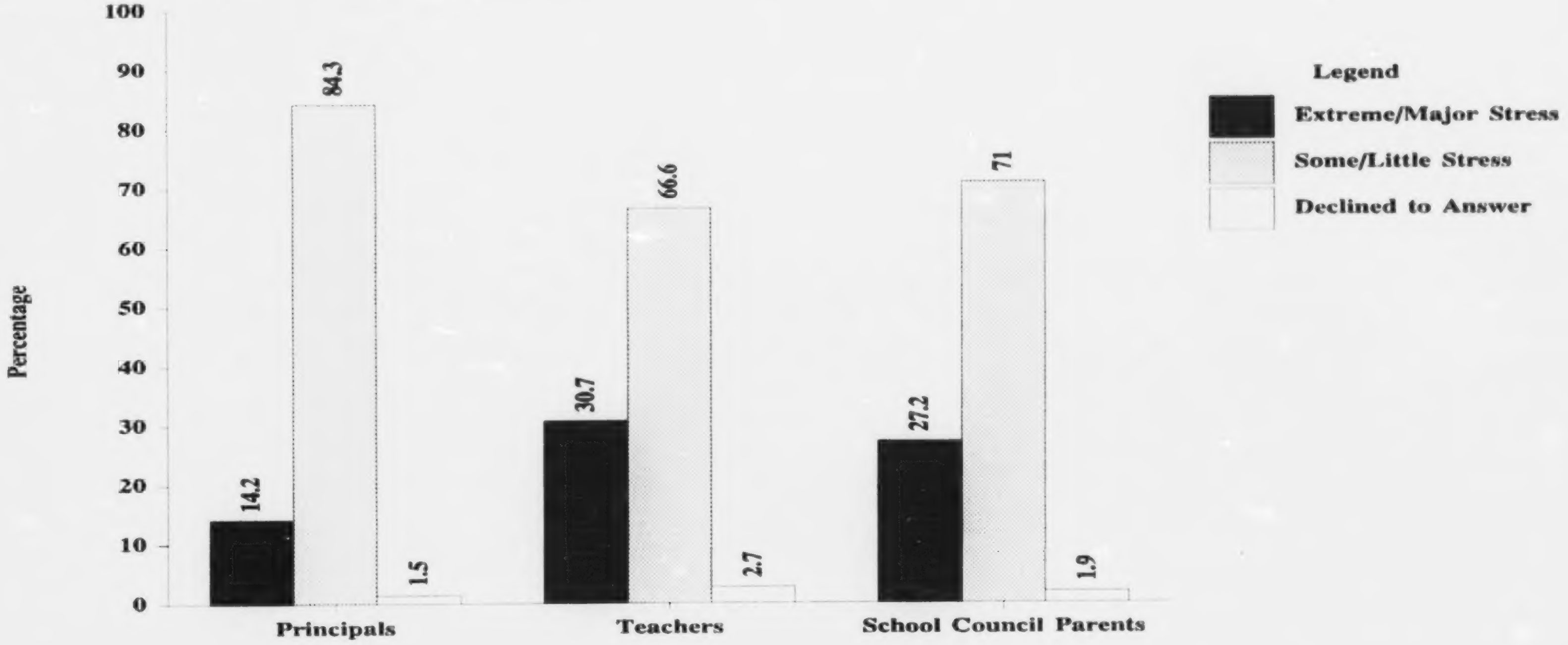
Base: All principals, teachers, and school council parents.

SAMPLE SIZES			
Principals	N=214	School Council Parents	N=100
Teachers	N=609		

GRAPH 6.0C

PERCEIVED KERA RELATED STRESS LEVELS OF STUDENTS

Q6C. "School personnel across the state report a lot of stress due to the extra work and the demands of KERA. How would you characterize the stress level of different professional groups you have contact with on a regular basis? Would you say extreme stress seriously affecting both professional and personal lives, major stress mostly affecting the ability of people to function on their jobs, some stress but it is manageable, little or no stress when you consider the stress level of *Students*?"



Base: All principals, teachers, and school council parents.

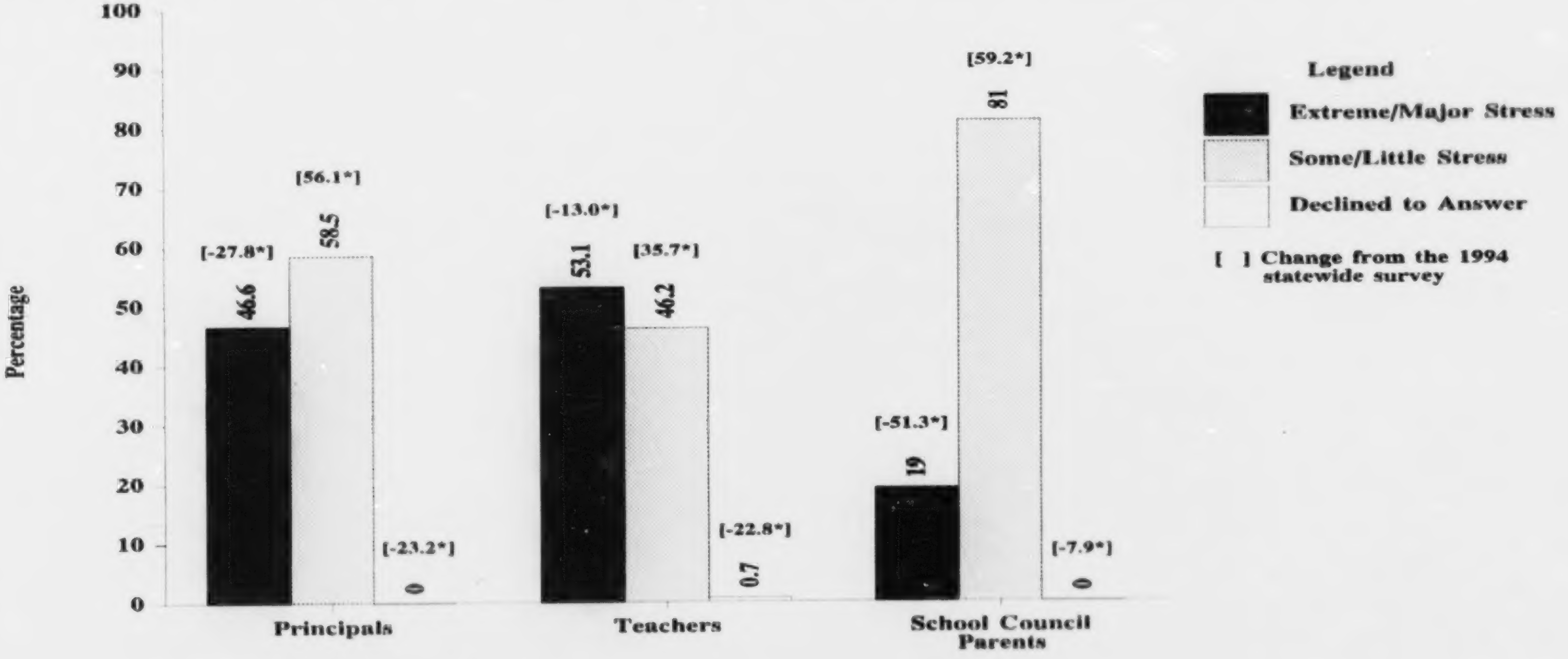
SAMPLE SIZES

Principals	N=214	School Council Parents	N=100
Teachers	N=609		

GRAPH 6.1

KERA-RELATED PERSONAL STRESS LEVELS

Q6D. "School personnel across the state report a lot of stress due to the extra work and the demands of KERA. How would you characterize the stress level of different professional groups you have contact with on a regular basis? Would you say extreme stress seriously affecting both professional and personal lives, major stress mostly affecting the ability of people to function on their jobs, some stress but it is manageable, little or no stress when you consider ***your own personal stress level***?"



Base: All professionals
* Indicates statistically significant change at 95% confidence interval.

SAMPLE SIZES			
Principals	N=214	School Council Parents	N=100
Teachers	N=609		

OBJECTIVE 7.0

AGREEMENT WITH BELIEFS AND ATTITUDES UNDERLYING KERA

OBJECTIVE 7.0
AGREEMENT WITH BELIEFS AND ATTITUDES UNDERLYING KERA

See
Graphs
7.0A-7.0H

When asked their agreement or disagreement with key beliefs underlying KERA, more than half of the respondents were in agreement with all of the beliefs except one. The one belief which at least half of the respondents did not agree with was *"in primary schools, students should not be labeled as belonging to a specific grade level"*. For most of the other beliefs about education and school, at least 75% of the respondents were in agreement. For the belief of *"all children can learn and most at a high level"*, at least 50% of all the respondent groups were in agreement with this, but the level of agreement did not reach 75% for any of the groups.

For almost every belief statement, there were significant differences in the responses for 1994 and 1995. In 1994, there were large percentages of the respondent groups who did not answer these questions, indicating some hesitancy to speak their true feelings. This was not the case this year. As a result, a significantly higher percentage of each respondent group agreed with almost every belief. It also resulted in significantly higher percentages of each respondent group disagreeing with most belief statements.

For almost every belief the ratio of those respondents who agree to those who disagree is fairly high. The following table shows this agree/disagree ratio for all respondent groups and belief statements.

EXHIBIT 7A
BELIEFS AGREE/DISAGREE RATIO

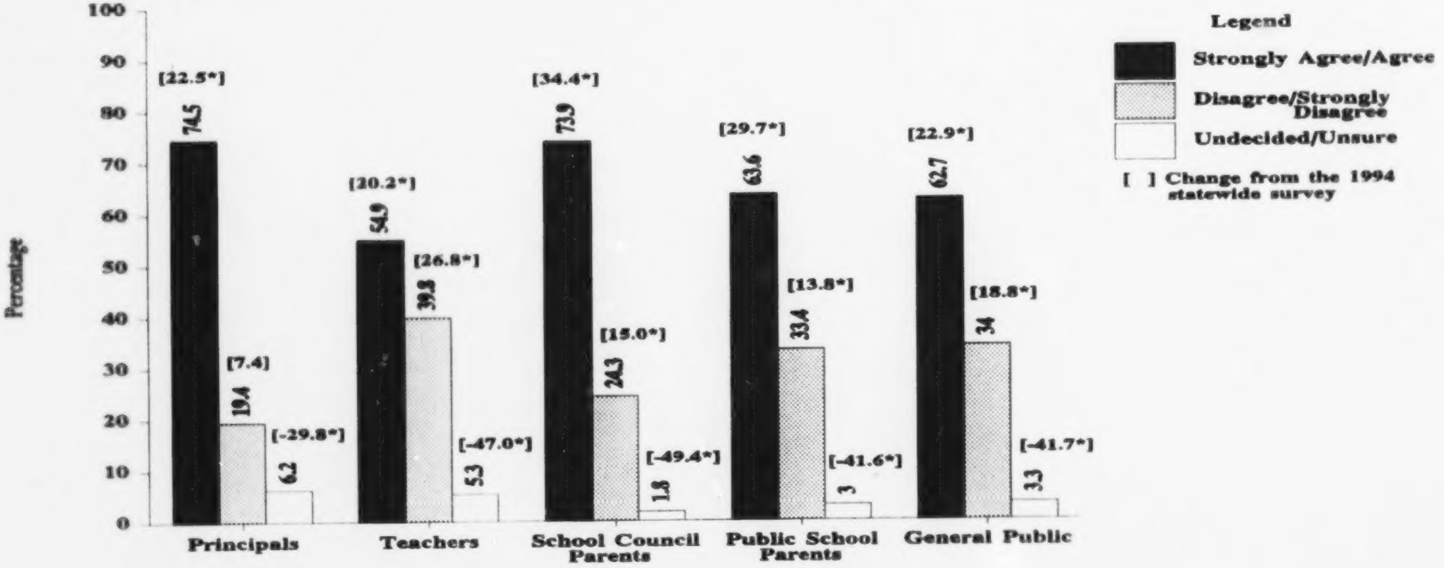
	AGREE/DISAGREE RATIO				
	Principals	**Teachers**	**School Council Parents**	**Public School Parents**	**General Public**
A. All children can learn at a relatively high level.	4 to 1	3 to 2	3 to 1	2 to 1	2 to 1
B. We should set high standards of achievement for all children.	29 to 1	18 to 1	24 to 1	13 to 1	11 to 1
C. More learning resources should be focused on students who are not learning to their ability or are falling behind.	7 to 1	6 to 1	7 to 1	10 to 1	9 to 1
D. Decisions affecting instruction can best be made at the local school level.	16 to 1	13 to 1	32 to 1	9 to 1	7 to 1
E. In the primary schools, students should not be labeled as belonging to a specific grade level.	4 to 3	2 to 3	1 to 1	2 to 3	1 to 2
F. It is not enough to require that students show their knowledge of facts -- they must also demonstrate that they can apply what they know in real life situations.	33 to 1	23 to 1	49 to 1	21 to 1	25 to 1
G. Both rewards and sanctions are necessary to hold schools accountable for improving student performance.	N/A	N/A	N/A	4 to 1	3 to 1
H. Higher performance levels of all children are important for economic growth of Kentucky.	N/A	N/A	N/A	30 to 1	23 to 1

NA = Not Asked.

GRAPH 7.0A

ATTITUDES ABOUT BELIEFS ON WHICH KERA WAS BASED
"ALL CHILDREN CAN LEARN, AND MOST AT A HIGH LEVEL."

Q9/7A. "The following are statements of belief held by the designers of KERA that undergird education reform programs and practices. Would you say you agree or disagree with that statement? Would that be moderately or strongly agree/disagree?"



Base: All respondents
* Indicates statistically significant change at 95% confidence interval.

SAMPLE SIZES			
Principals	N=214	Public School Parents	N=231
Teachers	N=609	General Public	N=432
School Council Parents	N=100		

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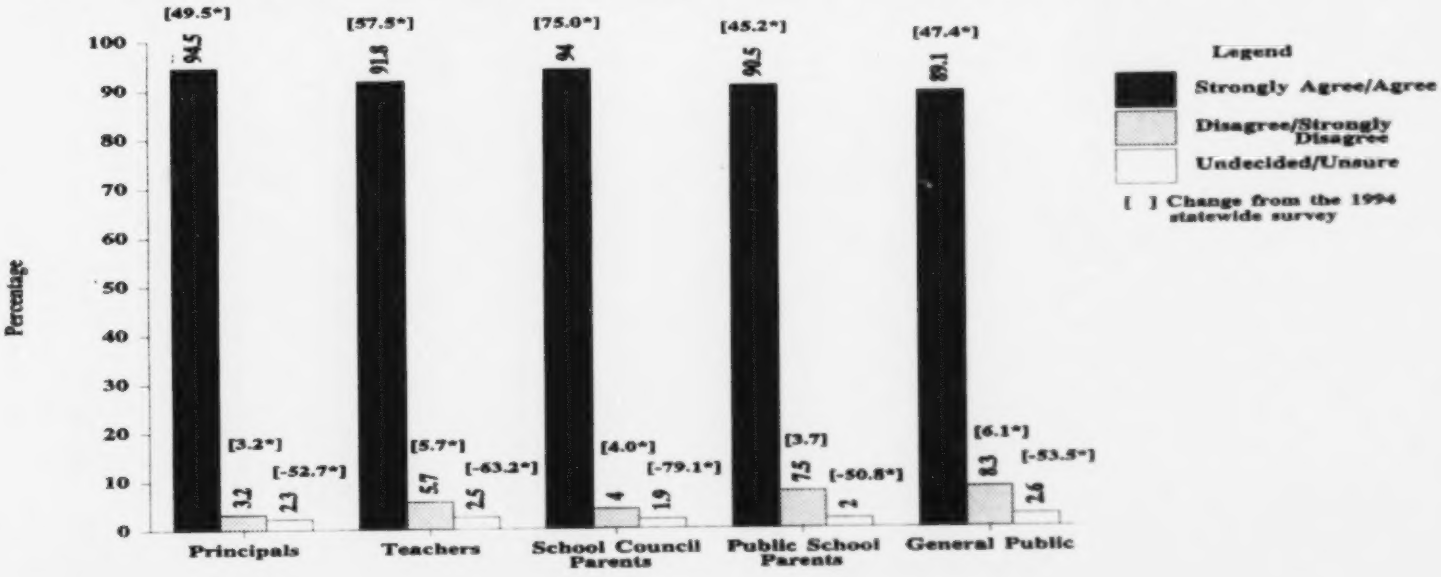
GRAPH 7.0B

ATTITUDES ABOUT BELIEFS ON WHICH KERA WAS BASED
"WE SHOULD SET HIGH STANDARDS OF ACHIEVEMENT FOR ALL CHILDREN."

Q9/7B. "The following are statements of belief held by the designers of KERA that undergird education reform programs and practices. Would you say you agree or disagree with that statement? Would that be moderately or strongly agree/disagree?"



Base: All respondents

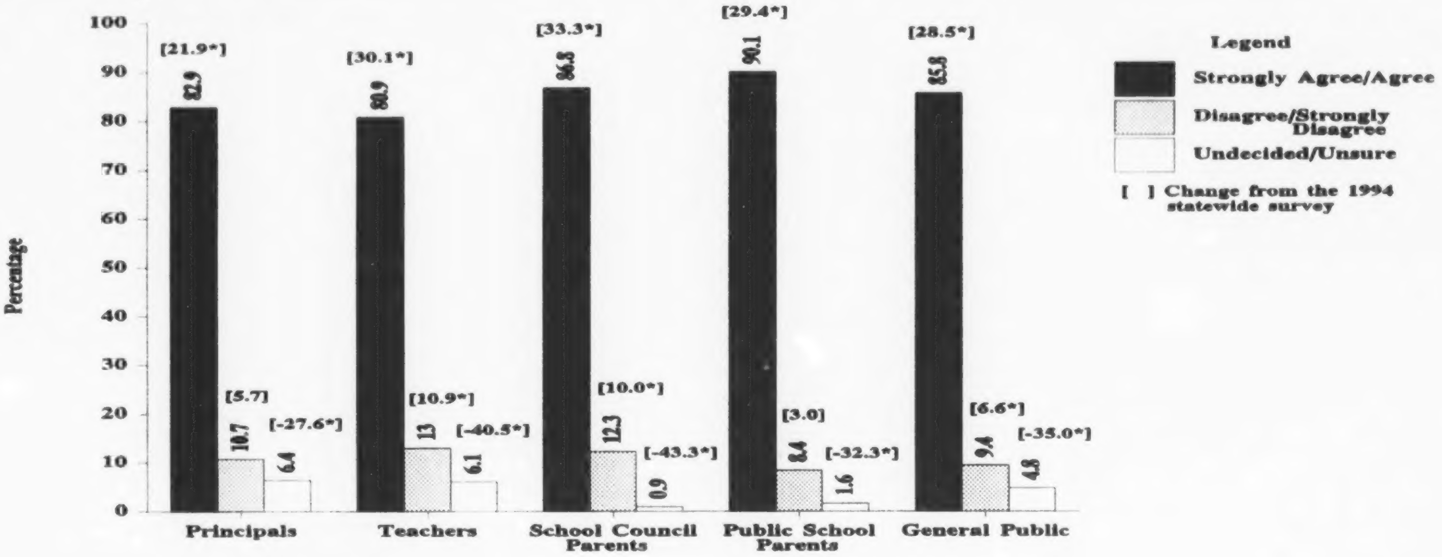
* Indicates statistically significant change at 95% confidence interval.

SAMPLE SIZES			
Principals	N=214	Public School Parents	N=231
Teachers	N=609	General Public	N=432
School Council Parents	N=100		

GRAPH 7.0C

ATTITUDES ABOUT BELIEFS ON WHICH KERA WAS BASED
"MORE LEARNING RESOURCES SHOULD BE FOCUSED ON STUDENTS WHO ARE NOT LEARNING TO THEIR ABILITY OR ARE FALLING BEHIND."

Q9/7C. "The following are statements of belief held by the designers of KERA that undergird education reform programs and practices. Would you say you agree or disagree with that statement? Would that be moderately or strongly agree/disagree?"



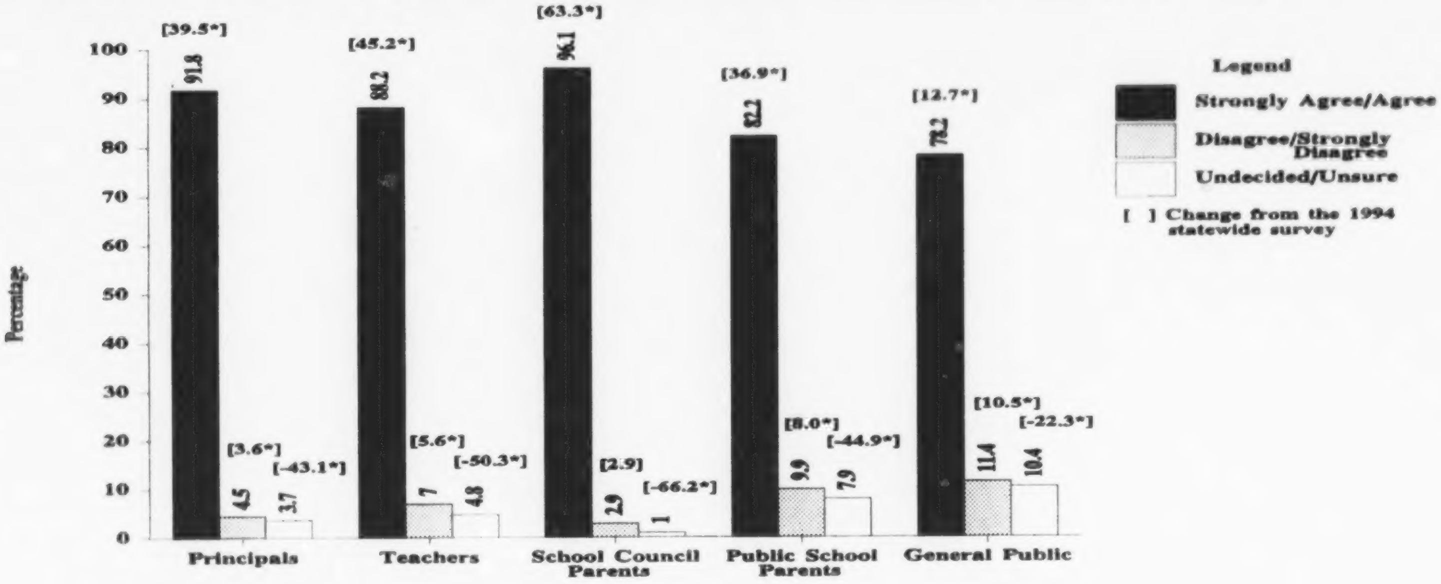
Base: All respondents
* Indicates statistically significant change at 95% confidence interval.

SAMPLE SIZES			
Principals	N=214	Public School Parents	N=231
Teachers	N=609	General Public	N=432
School Council Parents	N=100		

GRAPH 7.0D

ATTITUDES ABOUT BELIEFS ON WHICH KERA WAS BASED
"DECISIONS AFFECTING INSTRUCTION CAN BEST BE MADE AT THE LOCAL SCHOOL LEVEL."

Q9/7D. "The following are statements of belief held by the designers of KERA that undergird education reform programs and practices. Would you say you agree or disagree with that statement? Would that be moderately or strongly agree/disagree?"



Base: All respondents

* Indicates statistically significant change at 95% confidence interval.

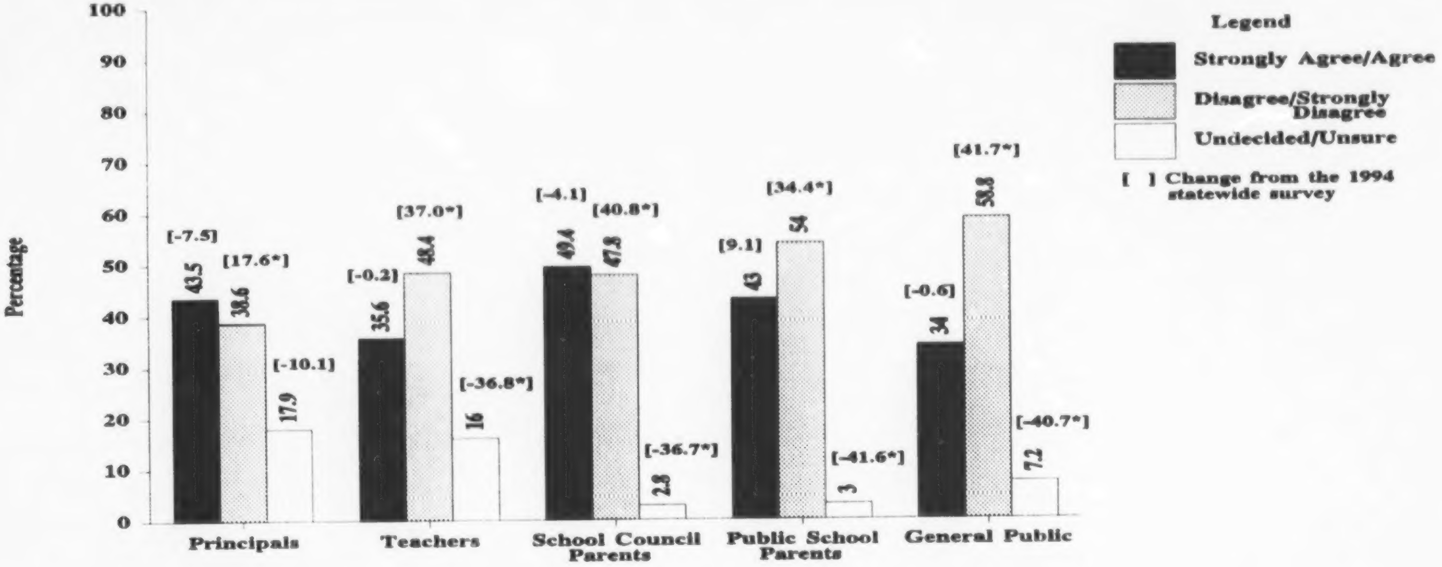
SAMPLE SIZES

Principals	N=214	Public School Parents	N=231
Teachers	N=609	General Public	N=432
School Council Parents	N=100		

GRAPH 7.0E

ATTITUDES ABOUT BELIEFS ON WHICH KERA WAS BASED *"IN THE PRIMARY SCHOOLS, STUDENTS SHOULD NOT BE LABELED AS BELONGING TO A SPECIFIC GRADE LEVEL."*

Q9/7E. "The following are statements of belief held by the designers of KERA that undergird education reform programs and practices. Would you say you agree or disagree with that statement? Would that be moderately or strongly agree/disagree?"



Base: All respondents

*** Indicates statistically significant change at 95% confidence interval.**

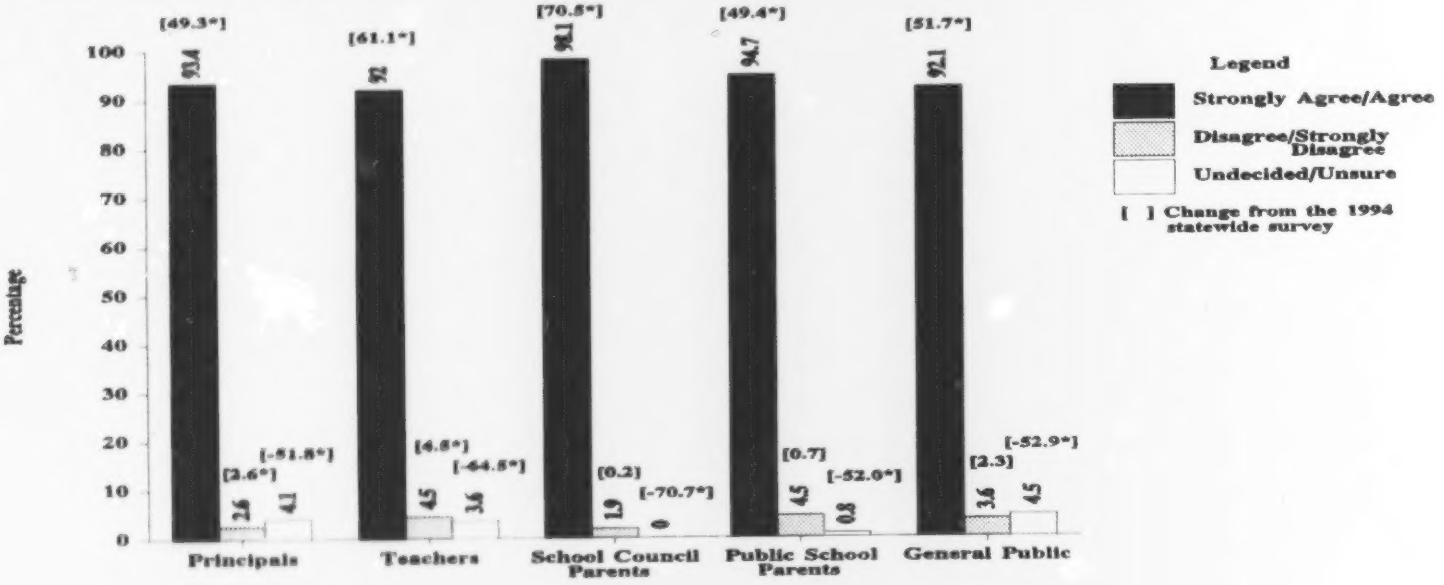
SAMPLE SIZES

Principals	N=214	Public School Parents	N=231
Teachers	N=609	General Public	N=432
School Council Parents	N=100		

GRAPH 7.0F

ATTITUDES ABOUT BELIEFS ON WHICH KERA WAS BASED
"IT IS NOT ENOUGH TO REQUIRE THAT STUDENTS SHOW THEIR KNOWLEDGE OF FACTS -- THEY MUST ALSO DEMONSTRATE THAT THEY CAN APPLY WHAT THEY KNOW IN REAL LIFE SITUATIONS."

Q9/7F. "The following are statements of belief held by the designers of KERA that undergird education reform programs and practices. Would you say you agree or disagree with that statement? Would that be moderately or strongly agree/disagree?"



Base: All respondents
* Indicates statistically significant change at 95% confidence interval.

SAMPLE SIZES			
Principals	N=214	Public School Parents	N=231
Teachers	N=609	General Public	N=432
School Council Parents	N=100		

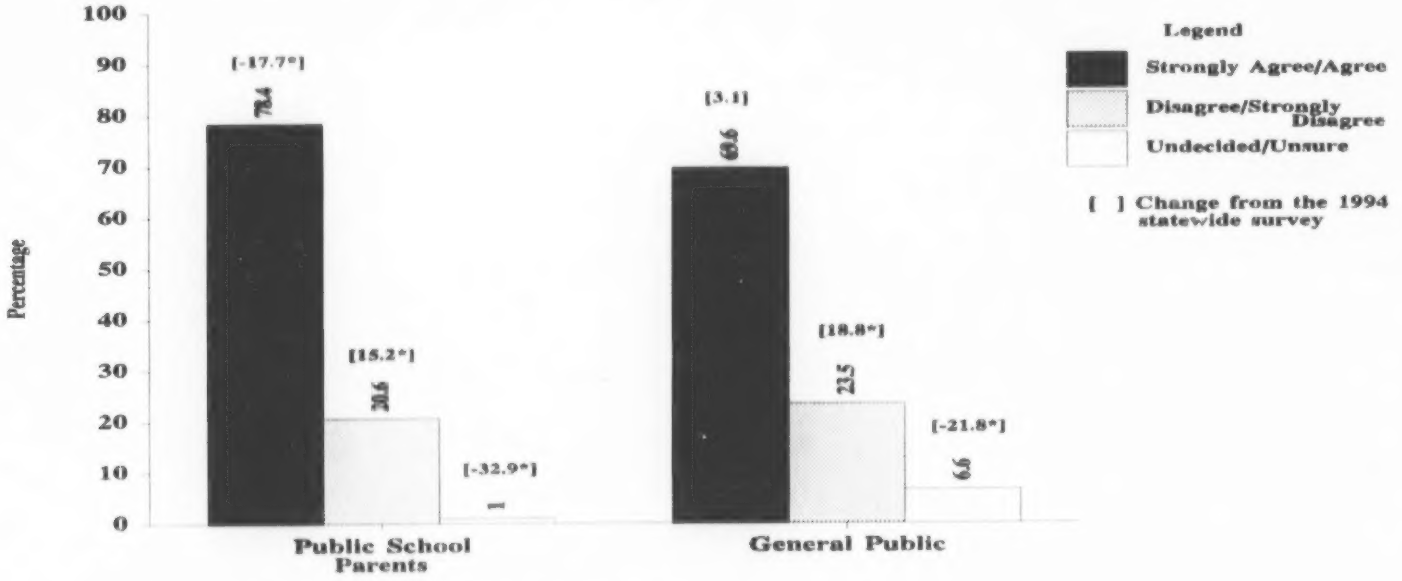
170

171

GRAPH 7.0G

ATTITUDES ABOUT BELIEFS ON WHICH KERA WAS BASED *"BOTH REWARDS AND SANCTIONS ARE NECESSARY TO HOLD SCHOOLS ACCOUNTABLE FOR IMPROVING STUDENT PERFORMANCE."*

Q7G. "The following are statements of belief held by the designers of KERA that undergird education reform programs and practices. Would you say you agree or disagree with that statement? Would that be moderately or strongly agree/disagree?"



Base: Public School Parents and General Public
*** Indicates statistically significant change at 95% confidence interval.**

SAMPLE SIZES	
Public School Parents	N=231
General Public	N=432

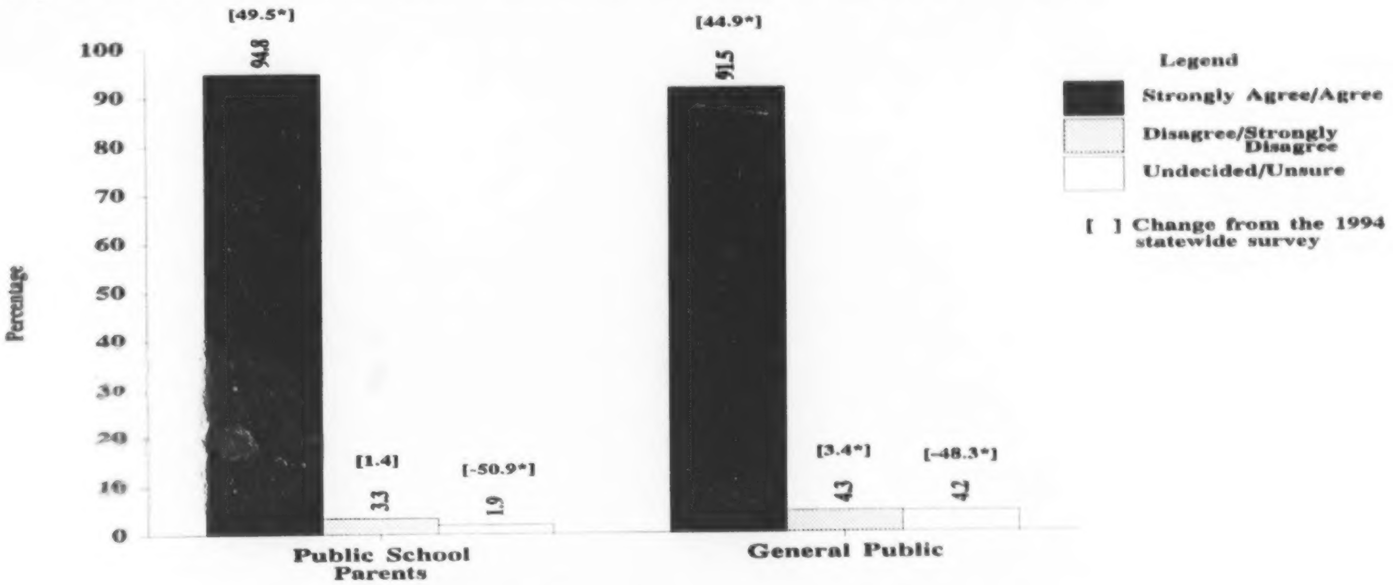
172

173

GRAPH 7.0H

ATTITUDES ABOUT BELIEFS ON WHICH KERA WAS BASED *"HIGHER PERFORMANCE LEVELS OF ALL CHILDREN ARE IMPORTANT FOR ECONOMIC GROWTH OF KENTUCKY."*

Q7H. "The following are statements of belief held by the designers of KERA that undergird education reform programs and practices. Would you say you agree or disagree with that statement? Would that be moderately or strongly agree/disagree?"



Base: Public School Parents and General Public
*** Indicates statistically significant change at 95% confidence interval.**

SAMPLE SIZES	
Public School Parents	N=231
General Public	N=432

OBJECTIVE 8.0

PERCEPTIONS ABOUT KERA-RELATED EFFECTS

OBJECTIVE 8.0
PERCEPTIONS ABOUT KERA-RELATED EFFECTS

See
Graphs
8.0A-8.0H

Principals, teachers and school council parents were asked to react to eight statements frequently recorded in focus groups across Kentucky that relate to the effects of KERA on student's education and parents. Respondents were asked to judge each statement as "very true", "somewhat true" or "not true". The following table shows the response ratio of "very true" or "somewhat true" to "not true" to each of the eight statements for all three respondent groups.

EXHIBIT 8A
PERCEPTIONS ABOUT KERA-RELATED EFFECTS

	TRUE/NOT TRUE RATIO		
	Principals	**Teachers**	**School Council Parents**
A. The new learning goals and strategies introduced in KERA have made learning fun for a lot more children.	7 to 1	9 to 2	7 to 1
B. Teachers, school administrators, and parents often feel too intimidated by colleagues or superiors to speak their true feelings about KERA.	2 to 1	3 to 1	5 to 2
C. The heavy emphasis on communication and thinking processes in KERA short changes students on content they need to be successful in life.	2 to 1	9 to 2	2 to 1
D. The performance assessments in KIRIS have changed the way teachers are teaching and students are learning.	55 to 1	31 to 1	44 to 1
E. KERA will enable students to do as well or better on college entrance exams such as the ACT and SAT than a traditional curriculum.	4 to 3	5 to 6	2 to 1
F. Kentucky's school accountability system of rewards and sanctions has taken the fun out of teaching and learning.	3 to 1	7 to 2	3 to 2
G. If multi-age grouping in the primary program were made optional, other features of the program, such as developmentally appropriate practices, continuous progress, professional teamwork, and authentic assessment should be maintained and strengthened.	11 to 1	18 to 1	16 to 1
H. If writing portfolios didn't count as part of the school accountability index, teachers would greatly reduce their emphasis on teaching writing.	7 to 2	2 to 1	2 to 1

There was strong agreement about the truth of each statement except *"KERA will enable students to do as well or better on college entrance exams such as ACT and SAT than a traditional curriculum"*. Both principals and teachers disagreed with this statement to be true.

The one statement about the effects of KERA that respondents said was most true was *"the performance assessments in KIRIS have changed the way teachers are teaching and students are learning"*.

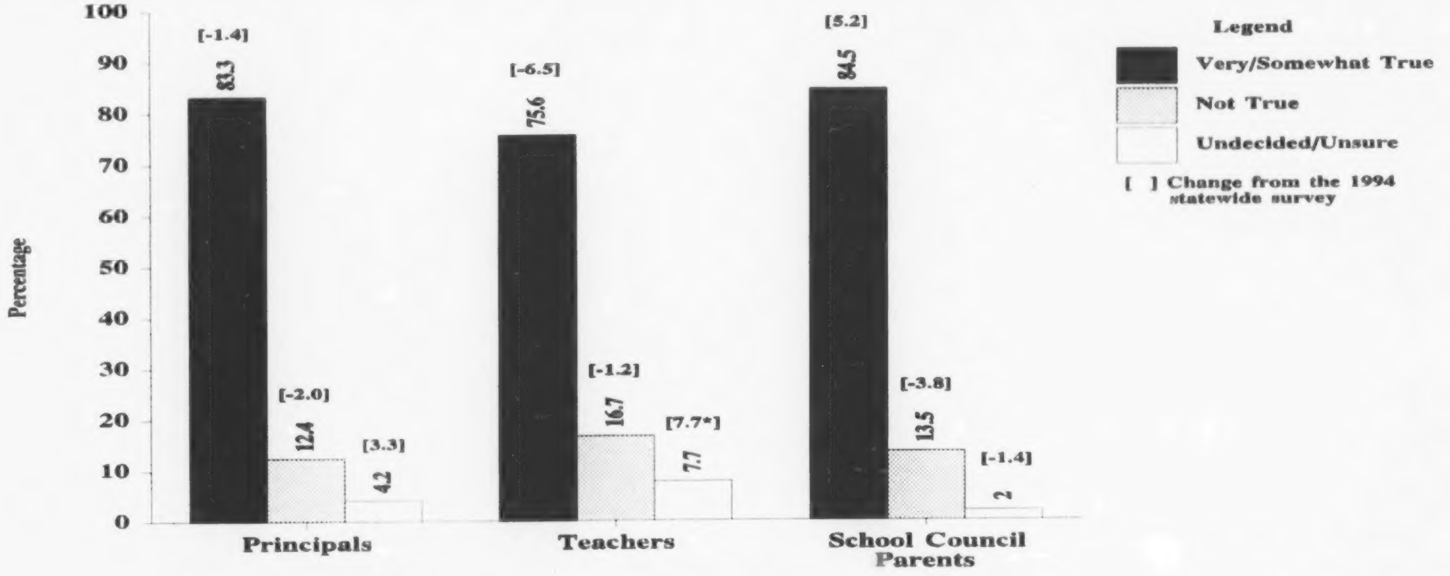
There were several statistical differences in how target groups reacted to each statement in 1994 and 1995.

- A statistically lower percentage of the principals were in agreement with the statement, *"KERA will enable students to do as well as or better on college entrance exams as the ACT and SAT than a traditional curriculum"*.
- Among teachers, a statistically lower percentage were in agreement with the statement, *"teachers, school administrators, and parents often feel too intimidated by colleagues or superiors to speak their true feelings about KERA"*. Also, a statistically higher percentage also felt that this statement was not true.
- A statistically higher percentage of teachers felt that the statement, *"the heavy emphasis on communication and thinking processes in KERA short changes students on content"* was "very true" or "somewhat true".
- For the statement, *"KERA will enable students to do as well as or better on college entrance exams such as the ACT and SAT than a traditional curriculum"*, a statistically higher percentage of the school council parents felt that this was "very true" or "somewhat true". Also, for this same item a statistically lower percentage of the school council parents felt that it was "not true" compared to 1994. For this same statement, the opposite was the case for 1995 Council Parents. A higher percentage thought this statement was "very true" or "somewhat true" and a lower percentage thought it was "not true" compared to 1994 Council Parents.
- A statistically higher percentage of the school council parents felt that the statement *"the performance assessments in KIRIS have changed the way teachers are teaching and students are learning"* was "very true" or "somewhat true". Also, a statistically lower percentage of school council parents felt that this statement was "not true".

GRAPH 8.0A

PERCEPTIONS ABOUT KERA-RELATED EFFECTS
"THE NEW LEARNING GOALS AND STRATEGIES INTRODUCED IN KERA HAVE MADE LEARNING FUN FOR A LOT MORE CHILDREN."

Q10A. "The following are statements about school reform that have been made by school administrators, teachers, and parents. What are your feelings about these statements? Would you say that statement is very true, somewhat true, or not true at all?"



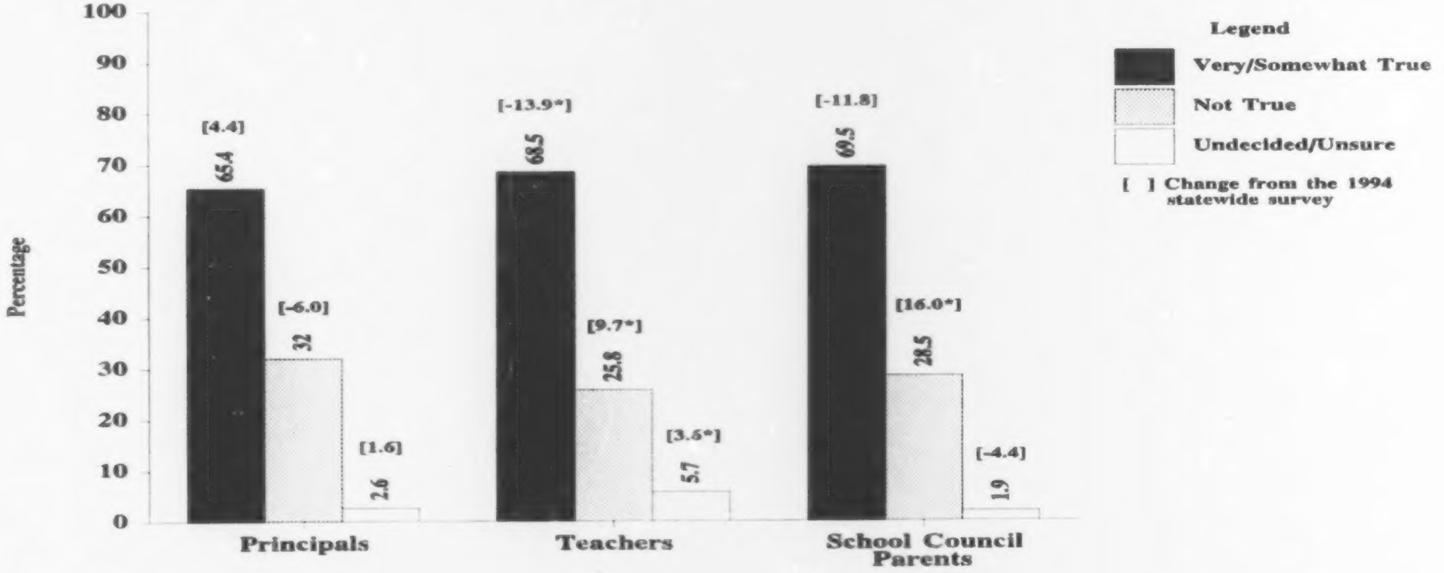
Base: All respondents
*** Indicates statistically significant change at 95% confidence interval.**

SAMPLE SIZES	
Principals	N=111
Teachers	N=310
School Council Parents	N=53

GRAPH 8.0B

PERCEPTIONS ABOUT KERA-RELATED EFFECTS *"TEACHERS, SCHOOL ADMINISTRATORS, AND PARENTS OFTEN FEEL TOO INTIMIDATED BY COLLEAGUES OR SUPERIORS TO SPEAK THEIR TRUE FEELINGS ABOUT KERA."*

Q10B. "The following are statements about school reform that have been made by school administrators, teachers, and parents. What are your feelings about these statements? Would you say that statement is very true, somewhat true, or not true at all?"



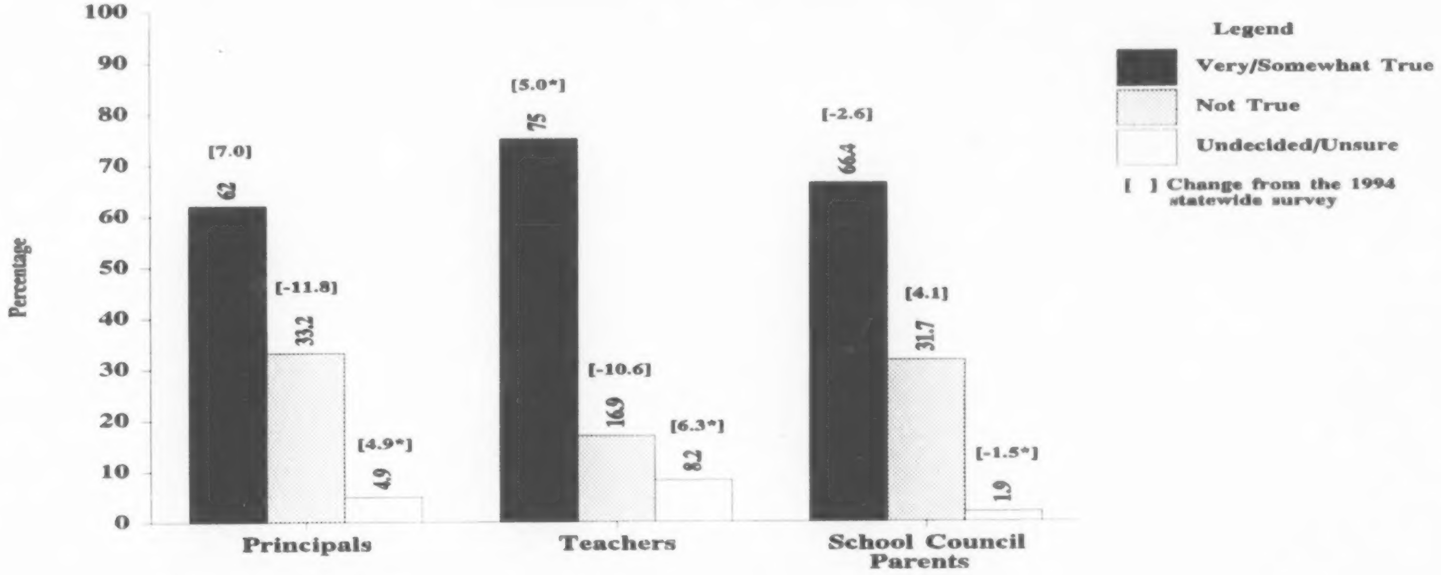
Base: All respondents
*** Indicates statistically significant change at 95% confidence interval.**

SAMPLE SIZES	
Principals	N=111
Teachers	N=310
School Council Parents	N=53

GRAPH 8.0C

PERCEPTIONS ABOUT KERA-RELATED EFFECTS
"THE HEAVY EMPHASIS ON COMMUNICATION AND THINKING PROCESSES IN KERA SHORT CHANGES STUDENTS ON CONTENT THEY NEED TO BE SUCCESSFUL IN LIFE."

Q10C. "The following are statements about school reform that have been made by school administrators, teachers, and parents. What are your feelings about these statements? Would you say that statement is very true, somewhat true, or not true at all?"



Base: All respondents
* Indicates statistically significant change at 95% confidence interval.

SAMPLE SIZES	
Principals	N=111
Teachers	N=310
School Council Parents	N=53

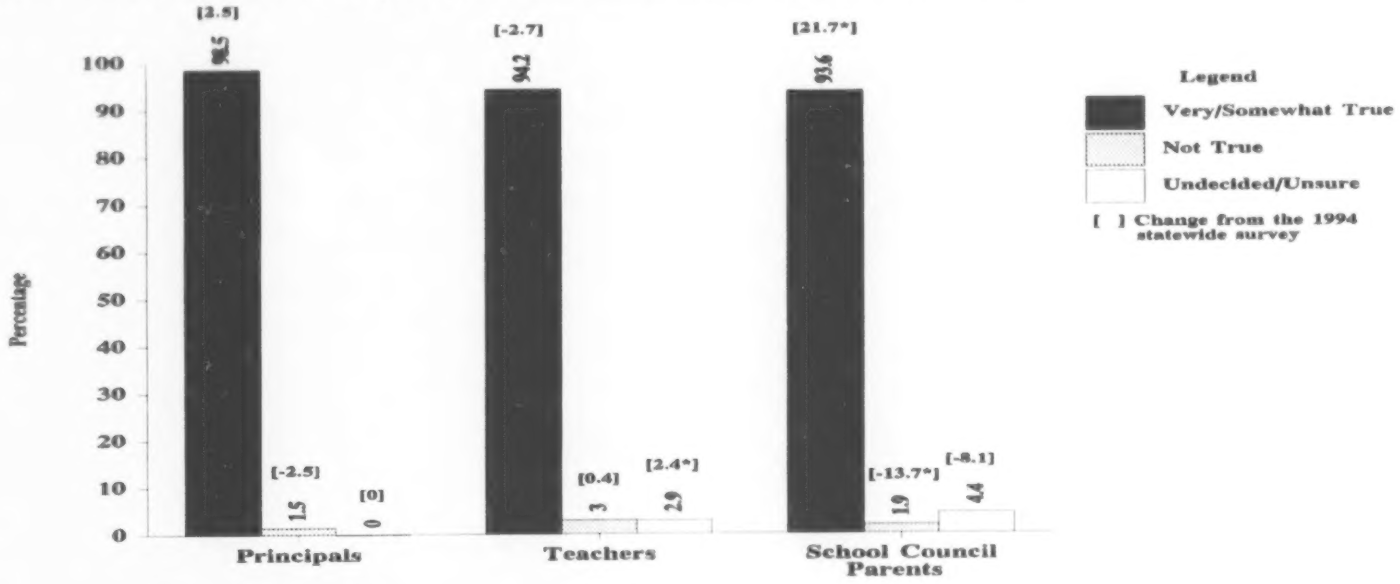
186

187

GRAPH 8.0D

PERCEPTIONS ABOUT KERA-RELATED EFFECTS *"THE PERFORMANCE ASSESSMENTS IN KIRIS HAVE CHANGED THE WAY TEACHERS ARE TEACHING AND STUDENTS ARE LEARNING."*

Q10D. "The following are statements about school reform that have been made by school administrators, teachers, and parents. What are your feelings about these statements? Would you say that statement is very true, somewhat true, or not true at all?"



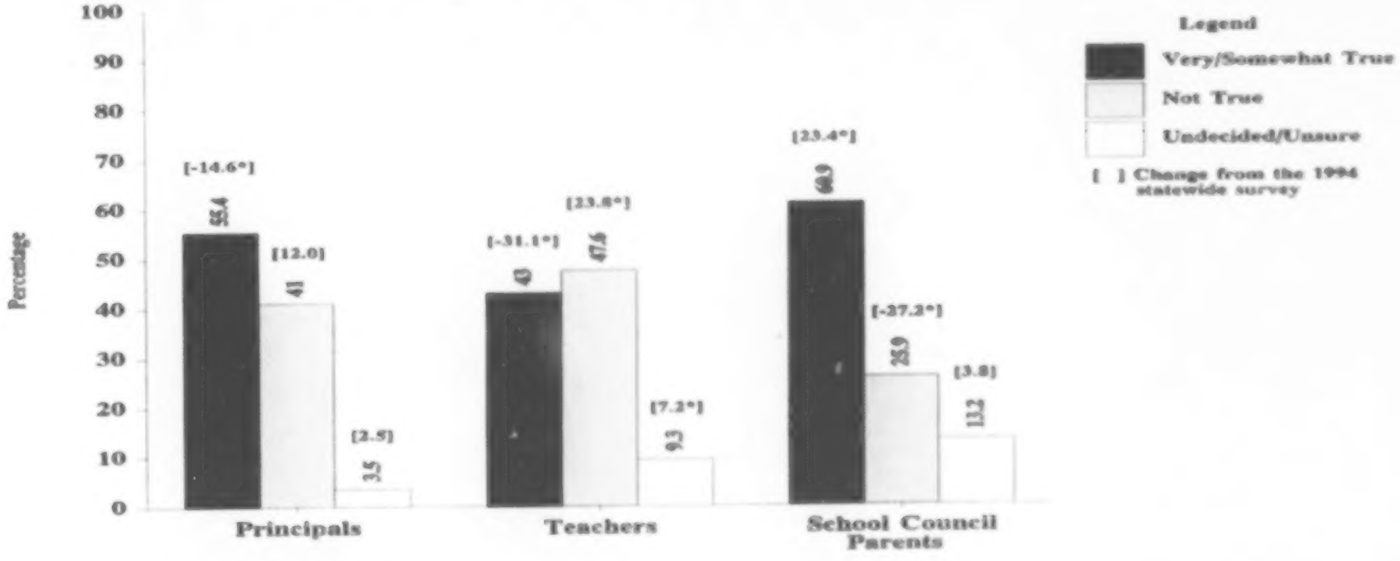
Base: All respondents
*** Indicates statistically significant change at 95% confidence interval.**

SAMPLE SIZES	
Principals	N=111
Teachers	N=310
School Council Parents	N=53

GRAPH 8.0E

PERCEPTIONS ABOUT KERA-RELATED EFFECTS
"KERA WILL ENABLE STUDENTS TO DO AS WELL OR BETTER ON COLLEGE ENTRANCE EXAMS SUCH AS THE ACT AND SAT THAN A TRADITIONAL CURRICULUM."

Q10E. "The following are statements about school reform that have been made by school administrators, teachers, and parents. What are your feelings about these statements? Would you say that statement is very true, somewhat true, or not true at all?"



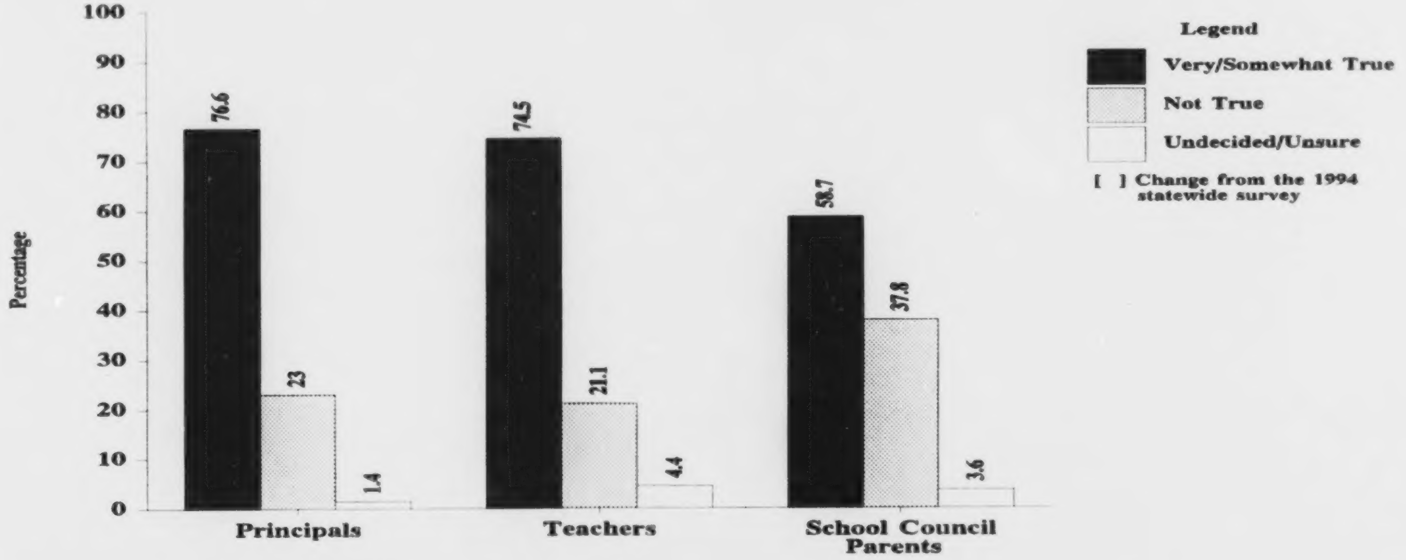
Base: All respondents
*** Indicates statistically significant change at 95% confidence interval.**

SAMPLE SIZES	
Principals	N=111
Teachers	N=310
School Council Parents	N=53

GRAPH 8.0F

PERCEPTIONS ABOUT KERA-RELATED EFFECTS
"KENTUCKY'S SCHOOL ACCOUNTABILITY SYSTEM OF REWARDS AND SANCTIONS HAS TAKEN THE FUN OUT OF TEACHING AND LEARNING."

Q10F. **"The following are statements about school reform that have been made by school administrators, teachers, and parents. What are your feelings about these statements? Would you say that statement is very true, somewhat true, or not true at all?"**



Base: All respondents
*** Indicates statistically significant change at 95% confidence interval.**

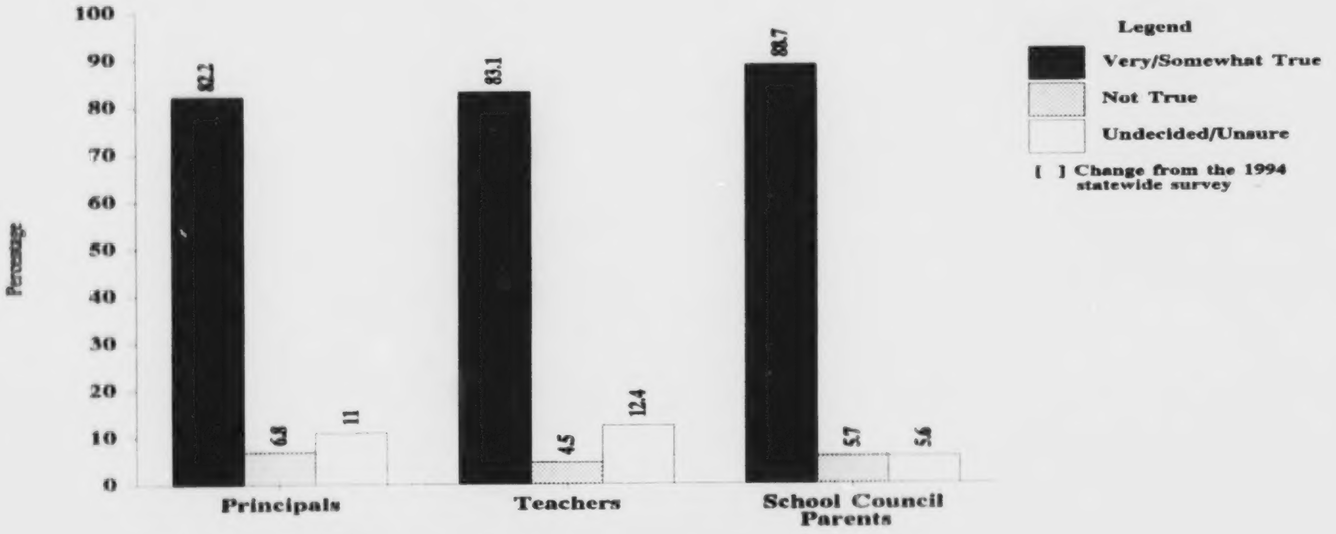
SAMPLE SIZES	
Principals	N=111
Teachers	N=310
School Council Parents	N=53

BEST COPY AVAILABLE

GRAPH 8.0G

PERCEPTIONS ABOUT KERA-RELATED EFFECTS *"IF MULTI-AGE GROUPING IN THE PRIMARY PROGRAM WERE MADE OPTIONAL, OTHER FEATURES OF THE PROGRAM, SUCH AS DEVELOPMENTALLY APPROPRIATE PRACTICES, CONTINUOUS PROGRESS, PROFESSIONAL TEAMWORK, AND AUTHENTIC ASSESSMENT SHOULD BE MAINTAINED AND STRENGTHENED."*

Q10G. **"The following are statements about school reform that have been made by school administrators, teachers, and parents. What are your feelings about these statements? Would you say that statement is very true, somewhat true, or not true at all?"**



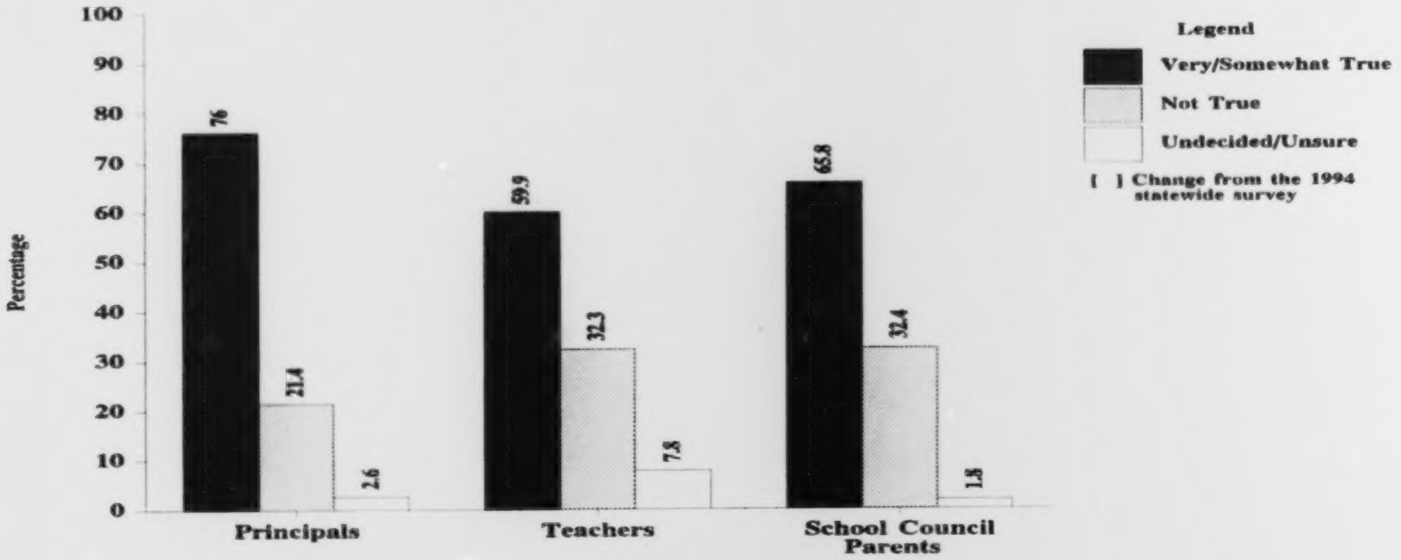
Base: All respondents
* Indicates statistically significant change at 95% confidence interval.

SAMPLE SIZES	
Principals	N=111
Teachers	N=310
School Council Parents	N=53

GRAPH 8.0H

PERCEPTIONS ABOUT KERA-RELATED EFFECTS
"IF WRITING PORTFOLIOS DIDN'T COUNT AS PART OF THE SCHOOL ACCOUNTABILITY INDEX, TEACHERS WOULD GREATLY REDUCE THEIR EMPHASIS ON TEACHING WRITING."

Q10H. "The following are statements about school reform that have been made by school administrators, teachers, and parents. What are your feelings about these statements? Would you say that statement is very true, somewhat true, or not true at all?"



Base: All respondents
*** Indicates statistically significant change at 95% confidence interval.**

SAMPLE SIZES	
Principals	N=111
Teachers	N=310
School Council Parents	N=53

196

197

OBJECTIVE 9.0

ATTITUDES ON ISSUES RELATED TO ACADEMIC EXPECTATIONS, STATEWIDE STUDENT ASSESSMENT AND HOLDING SCHOOLS, PROFESSIONALS, STUDENTS, AND PARENTS ACCOUNTABLE

OBJECTIVE 9.0
ATTITUDES ON ISSUES RELATED TO ACADEMIC EXPECTATIONS, STATEWIDE STUDENT ASSESSMENT AND HOLDING SCHOOLS, PROFESSIONALS, STUDENTS, AND PARENTS ACCOUNTABLE

See
Graphs
9.0A-D

ACADEMIC EXPECTATIONS

Principals, teachers and school council parents were asked their reactions to four possible actions related to the state's learning goals and academic expectations that define what students should learn and what will be tested in KIRIS.

- All three groups strongly agreed that the academic expectations need to be better defined, expanded and clarified.
- A slight majority of all three groups agreed that *"the academic expectations are clear to most teachers and administrators"* and the *"the academic expectations need to be substantially revised"*.
- However, all three groups disagreed that *"the academic expectations need to be discarded and replaced with a new set of learning targets"*.

See
Graphs
9.1A-B

SUPPORT FOR LEARNING GOALS NOT TESTED

Both public school parents and the general public were asked about their support for teaching and holding students accountable for the two goals, *"becoming a self-sufficient individual"* and *"becoming a responsible member of a family, workgroup, and community"*.

These two goals were removed, by the 1994 General Assembly, from the six school goals to be tested under the original KERA mandate.

Both groups very strongly agreed that these two goals should be taught in Kentucky schools and that students should be held accountable for achieving these goals.

See
Graphs
9.2A-D

KIRIS ASSESSMENT OPTIONS

All five respondent groups were asked about their agreement/disagreement with four assessment options.

- All groups registered strong agreement that *"total school performance and individual student performance should be measured by different tests"* and that *"KIRIS should include a variety of types of performance assessment"*.

- A majority of all groups agreed that *"KIRIS assessments would be more valid and reliable if they included multiple choice items"*. However, principals and teachers registered a much stronger agreement with this proposition than council parents and public school parents.

- With respect to the proposal that *"KIRIS tests should be replaced with a nationally normed commercial test"*, there were differences of opinions. School principals and council parents were about evenly split on this issue with about half of each group agreeing and half disagreeing with this option.

- About five of eight teachers, parents and general public agreed with going to a nationally normed commercial test. However, since all three groups also strongly favored the proposition that *"KIRIS should include a variety of performance assessments"* it was not clear whether the majority of teachers, parents and the public wanted KIRIS to include nationally norm referenced tests or to be totally replaced by a nationally normed commercial test.

See
Graphs
9.3A-F

ACCOUNTABILITY OPTIONS

All respondent groups were asked to react to a series of statements concerning accountability for student learning. The percent of agreement with each accountability for learning option by each group is presented in Exhibit 9A.

EXHIBIT 9A
PERCENT OF AGREEMENT WITH ACCOUNTABILITY OPTIONS

	Principals	**Teachers**	**School Council Parents**	**Public School Parents**	**General Public**
A. Both rewards and sanctions are essential to hold teachers and schools accountable for student learning.	21.9%	20.0%	61.9%	74.7%	67.7%
B. School rewards for high performance but no sanctions for low performance would motivate teachers to do their best and improve learning.	30.7	44.2	53.0	63.7	61.8
C. Public disclosure of school scores without rewards or sanctions would motivate teachers to do their best and improve learning.	47.3	41.0	61.1	58.6	58.0
D. The school accountability index should include measures of the school's instructional practices as well as test scores.	79.2	79.1	94.9	91.7	88.2
E. Assigning a Distinguished Educator to a "school in decline" is an effective strategy for helping those schools to improve student performance.	48.0	38.7	59.3	71.9	69.1
F. Holding students and parents accountable for learning should be done at the local school rather than at the state level.	64.2	76.8	79.0	82.4	80.5

204

205

There was strong agreement by a majority of all respondents that:

- *The school accountability index should include measures of the schools instructional practices as well as test scores.*
- *Student accountability for learning should be addressed at the local schools rather than at the state level.*

Principals and teachers disagreed with parents and the general public that:

- *Both rewards and sanctions are essential to hold teachers and schools accountable for learning.*
- *School rewards for high performance but no sanctions for low performance would motivate teachers to do their best and improve learning.*
- *Assigning a Distinguished Educator to a "school in decline" is an effective strategy for helping those schools to improve student performance.*

While a lower percent of principals and teachers than of parents and the public thought that *"public disclosure of school scores without rewards and sanctions would motivate teachers to do their best"* all groups were somewhat divided on this option.

See
Graph
9.4A-B

REWARD VERSUS NON-REWARD SCHOOLS

About one-third of the principals and teachers polled reported that their schools received a cash reward this past spring. But, nearly half of the school council parents surveyed reported that their schools received cash rewards this past spring.

The respondents who received cash rewards were then asked if they favored standard statewide guidelines on how the money should be spent. Nearly two-thirds of the principals and school council parents were in favor of the standard statewide guidelines, while less than half of the teachers were in favor of the guidelines.

See
Graphs
9.5A-E

POTENTIAL ASSESSMENT OPTIONS FOR 1995-96

Principals, teachers and school council parents were asked their agreement concerning five potential options for the KIRIS assessment in the 1995-96 school year.

All groups were somewhat divided on the proposition to *"continue the KIRIS testing as scheduled"* with a majority of teachers and principals disagreeing and a majority of council parents agreeing with this option.

There was general to strong agreement on proposals to:

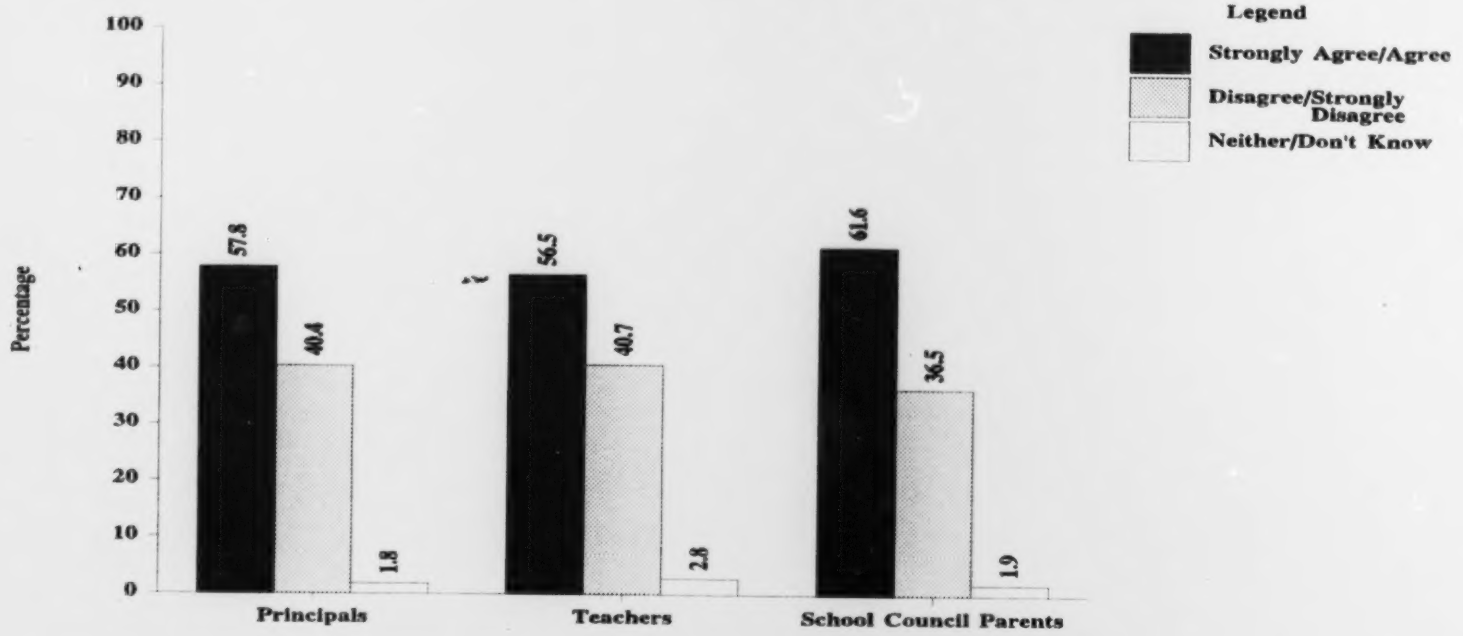
- *Continue the portfolio program and report scores but not for rewards and sanctions.*
- *Administer a nationally normed standard test, not for accountability, but to determine the achievement level of students.*
- *Administer a variety of KIRIS performance assessments, including multiple choice items, to determine which should be used in the future.*

Although divided in opinions, a majority of all groups were opposed to *"suspending student testing until the state has redesigned the assessment system"*.

GRAPH 9.0A

ACADEMIC EXPECTATIONS
"THE ACADEMIC EXPECTATIONS ARE CLEAR TO MOST TEACHERS AND ADMINISTRATORS"

Q11A. "Kentucky's Learning Goals and Academic Expectations define the learning targets for students and what is to be tested in KIRIS. Now I will read to you a series of statements about the Academic Expectations. Please tell me if you agree or disagree -- would that be strongly or moderately (agree/disagree)?"

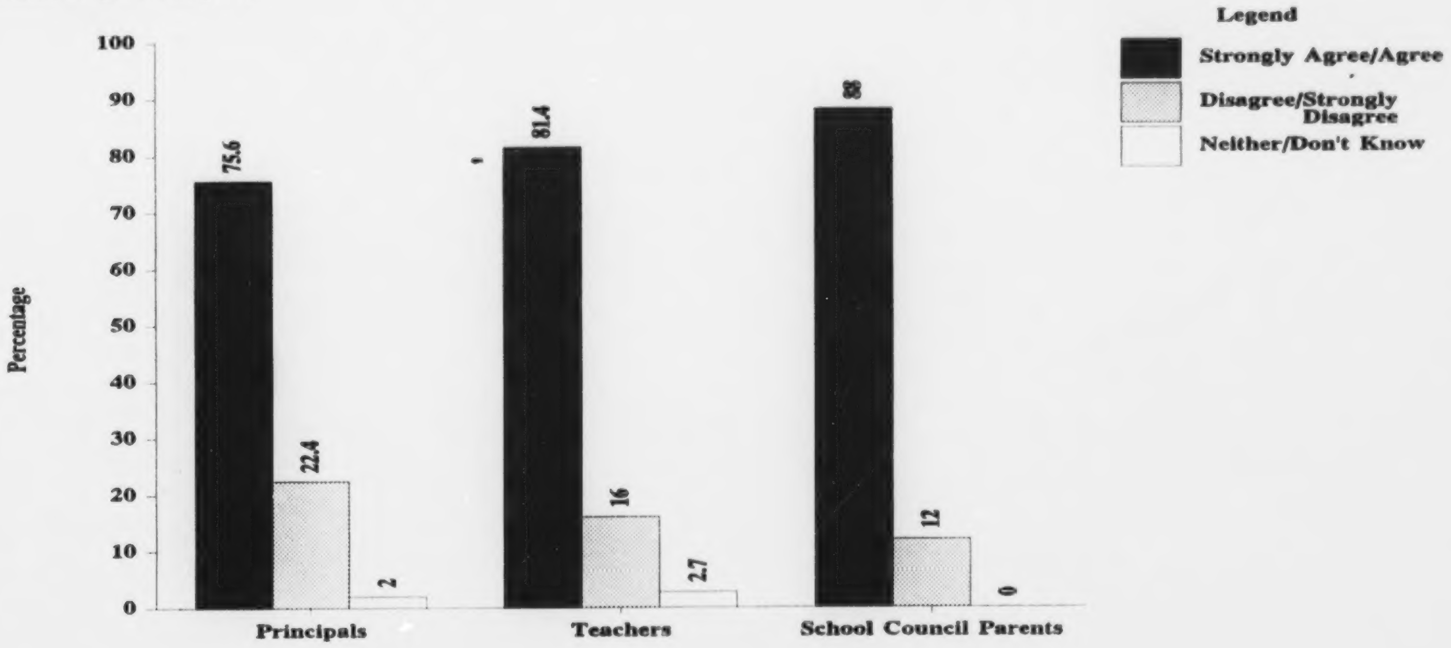


SAMPLE SIZES	
Principals	N=214
Teachers	N=609
School Council Parents	N=100

GRAPH 9.0B

ACADEMIC EXPECTATIONS
"THE ACADEMIC EXPECTATIONS NEED TO BE BETTER DEFINED, EXPANDED AND CLARIFIED"

Q11B. **"Kentucky's Learning Goals and Academic Expectations define the learning targets for students and what is to be tested in KIRIS. Now I will read to you a series of statements about the Academic Expectations. Please tell me if you agree or disagree -- would that be strongly or moderately (agree/disagree)?"**

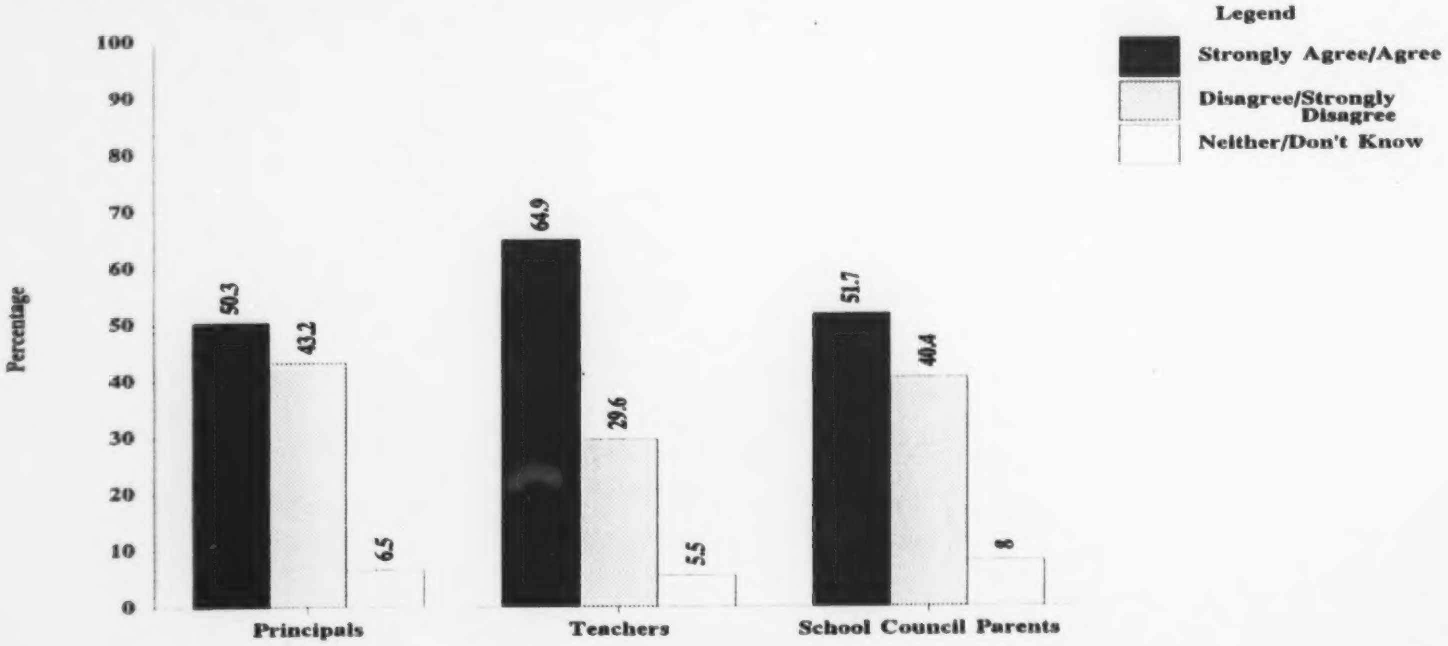


SAMPLE SIZES	
Principals	N=214
Teachers	N=609
School Council Parents	N=100

GRAPH 9.0C

ACADEMIC EXPECTATIONS
"THE ACADEMIC EXPECTATIONS NEED TO BE SUBSTANTIALLY REVISED"

Q11C. "Kentucky's Learning Goals and Academic Expectations define the learning targets for students and what is to be tested in KIRIS. Now I will read to you a series of statements about the Academic Expectations. Please tell me if you agree or disagree -- would that be strongly or moderately (agree/disagree)?"

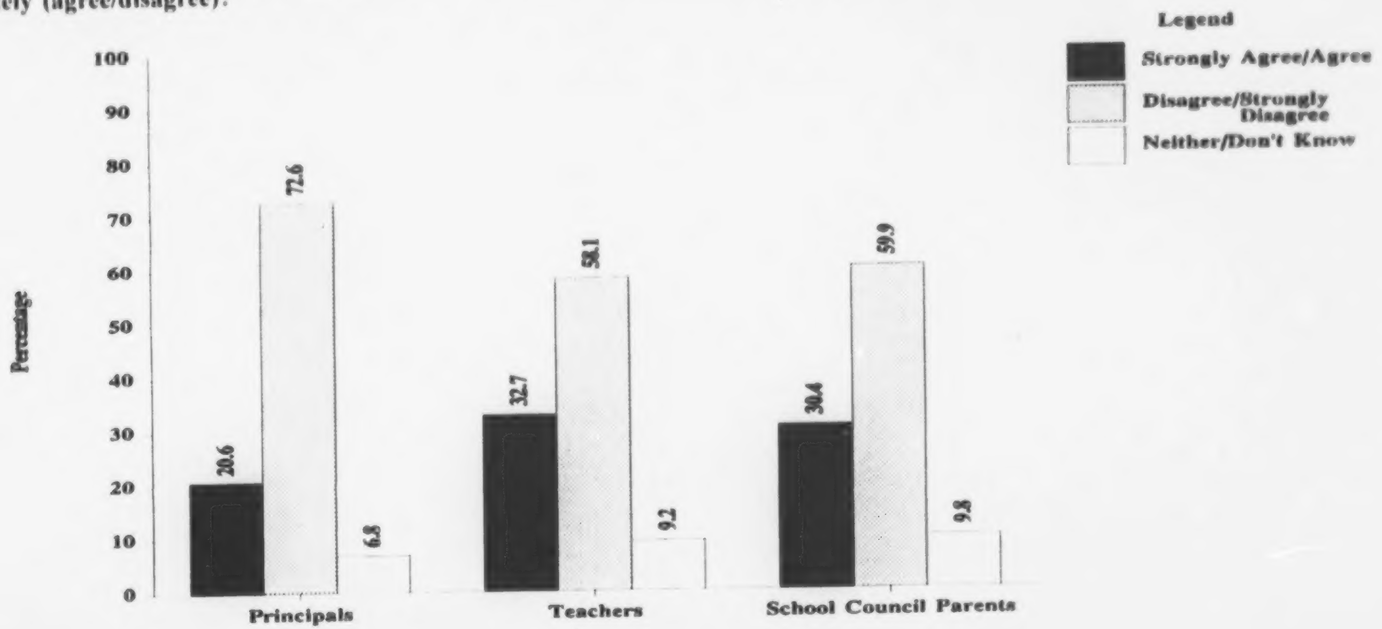


SAMPLE SIZES	
Principals	N=214
Teachers	N=609
School Council Parents	N=100

GRAPH 9.0D

ACADEMIC EXPECTATIONS
"THE ACADEMIC EXPECTATIONS NEED TO BE DISCARDED AND REPLACED WITH A NEW SET OF LEARNING TARGETS"

Q11D. "Kentucky's Learning Goals and Academic Expectations define the learning targets for students and what is to be tested in KIRIS. Now I will read to you a series of statements about the Academic Expectations. Please tell me if you agree or disagree -- would that be strongly or moderately (agree/disagree)?"

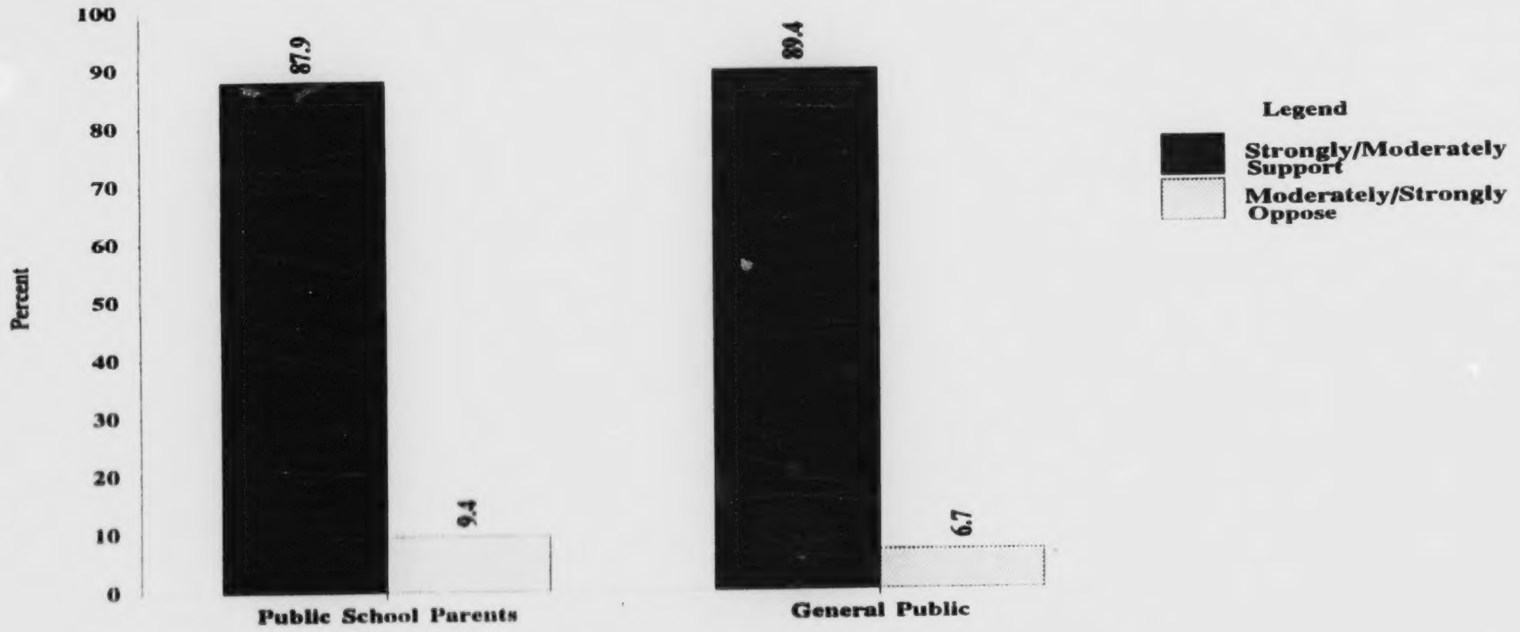


SAMPLE SIZES	
Principals	N=214
Teachers	N=609
School Council Parents	N=100

GRAPH 9.1A

SUPPORT FOR LEARNING GOALS NOT TESTED
"BECOMING A SELF-SUFFICIENT INDIVIDUAL AND A RESPONSIBLE MEMBER OF A FAMILY, WORKGROUP AND COMMUNITY"

Q10A/B. **"Two of Kentucky's six learning goals are excluded from the statewide assessment. These are: becoming a self-sufficient individual and becoming a responsible member of a family, workgroup, and community. Do you support or oppose schools *teaching* these goals? Would that be strongly or moderately support/oppose?"**

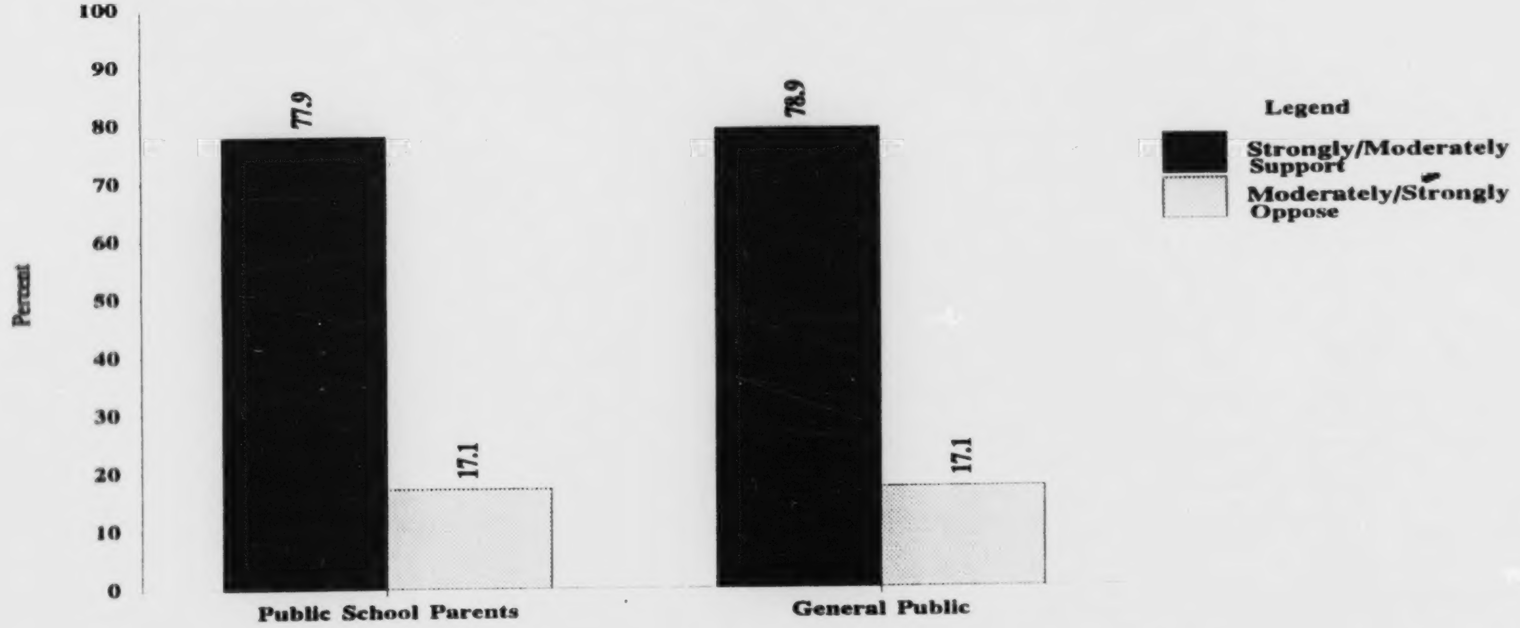


Public School Parents	N=144
General Public	N=390

GRAPH 9.1B

SUPPORT FOR LEARNING GOALS NOT TESTED
"BECOMING A SELF-SUFFICIENT INDIVIDUAL AND A RESPONSIBLE MEMBER OF A FAMILY, WORKGROUP AND COMMUNITY"

Q10A/B. **"Two of Kentucky's six learning goals are excluded from the statewide assessment. These are: becoming a self sufficient individual and becoming a responsible member of a family, workgroup, and community. Do you support or oppose *schools holding students accountable* for growth toward these goals? Would that be strongly or moderately support/oppose?"**

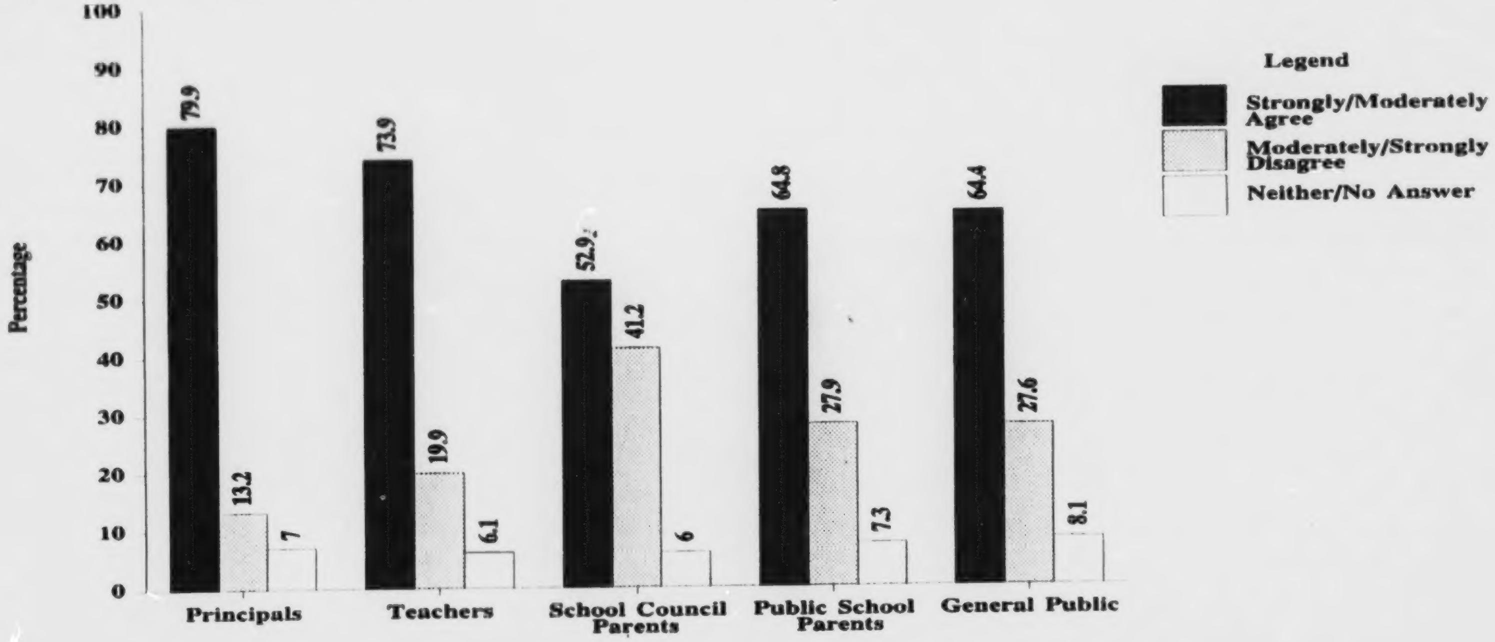


Public School Parents	**N=144**
General Public	**N=390**

GRAPH 9.2A

KIRIS ASSESSMENT OPTIONS
"KIRIS ASSESSMENTS WOULD BE MORE VALID AND RELIABLE IF THEY INCLUDED MULTIPLE CHOICE ITEMS"

Q12A. "KIRIS contains open-ended questions, performance events and portfolios as assessment measures. Now I will read to you a series of statements about different kinds of assessment options. Please tell me your level of agreement/disagreement with each. Would that be strongly or moderately (agree/disagree)?"



SAMPLE SIZES

Principals	N=214	Public School Parents	N=232
Teachers	N=609	General Public	N=408
School Council Parents	N=100		

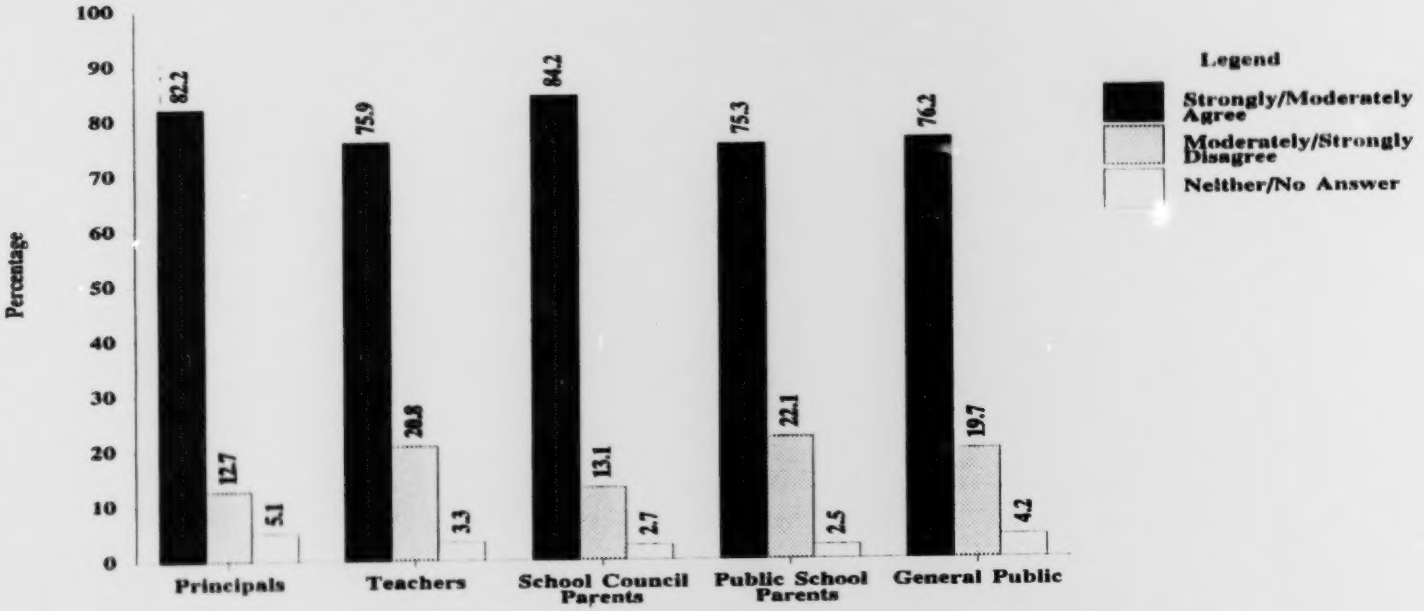
222

223

GRAPH 9.2B

KIRIS ASSESSMENT OPTIONS
"KIRIS SHOULD CONTINUE TO INCLUDE A VARIETY OF PERFORMANCE ASSESSMENTS SUCH AS WRITING ASSIGNMENTS, OPEN-ENDED QUESTIONS, AND ON-DEMAND PERFORMANCE TASKS"

Q12B. "KIRIS contains open-ended questions, performance events and portfolios as assessment measures. Now I will read to you a series of statements about different kinds of assessment options. Please tell me your level of agreement/disagreement with each. Would that be strongly or moderately (agree/disagree)?"



SAMPLE SIZES

Principals	N=214	Public School Parents	N=232
Teachers	N=609	General Public	N=408
School Council Parents	N=100		

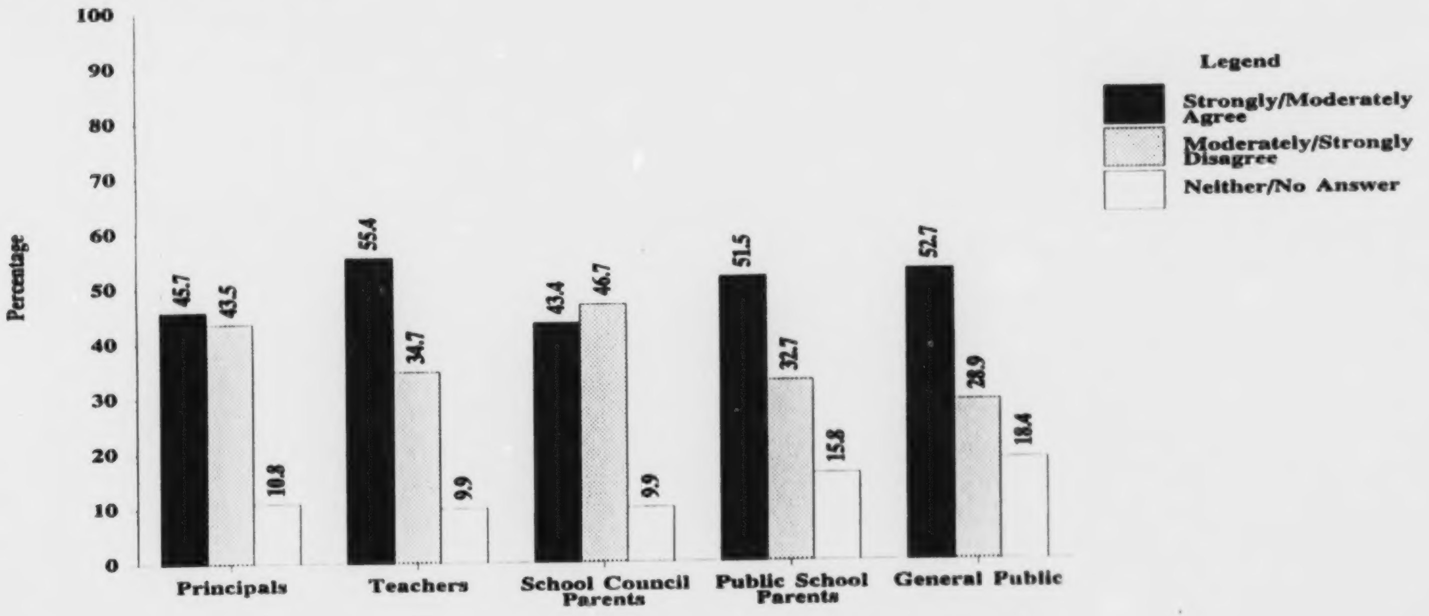
224

224 A

GRAPH 9.2C

KIRIS ASSESSMENT OPTIONS
"KIRIS TESTS SHOULD BE REPLACED BY NATIONALLY-NORMED, COMMERCIAL TESTS LIKE THE COMPREHENSIVE TEST OF BASIC SKILLS OR THE CALIFORNIA ACHIEVEMENT TEST"

Q12C. **"KIRIS contains open-ended questions, performance events and portfolios as assessment measures. Now I will read to you a series of statements about different kinds of assessment options. Please tell me your level of agreement/disagreement with each. Would that be strongly or moderately (agree/disagree)?"**



SAMPLE SIZES

Principals	N=214	Public School Parents	N=232
Teachers	N=609	General Public	N=408
School Council Parents	N=100		

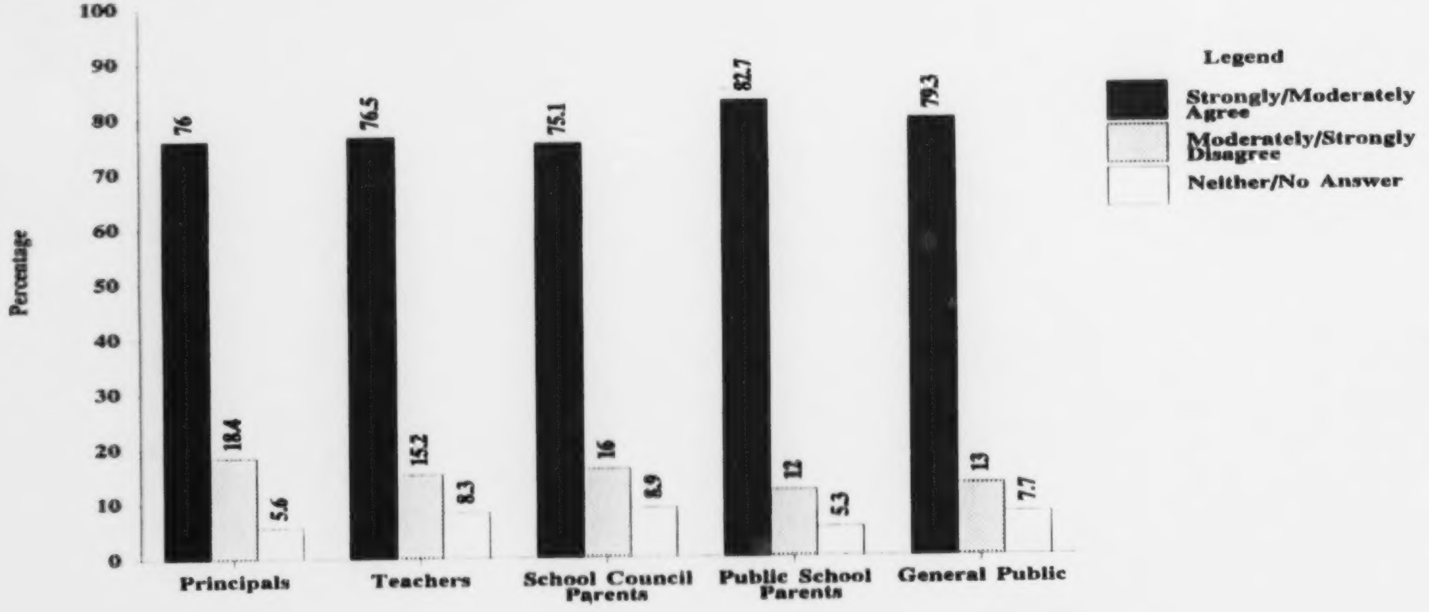
225

226

GRAPH 9.2D

KIRIS ASSESSMENT OPTIONS
"TOTAL SCHOOL PERFORMANCE AND INDIVIDUAL STUDENT PERFORMANCE SHOULD BE MEASURED BY DIFFERENT TESTS"

Q12D. "KIRIS contains open-ended questions, performance events and portfolios as assessment measures. Now I will read to you a series of statements about different kinds of assessment options. Please tell me your level of agreement/disagreement with each. Would that be strongly or moderately (agree/disagree)?"

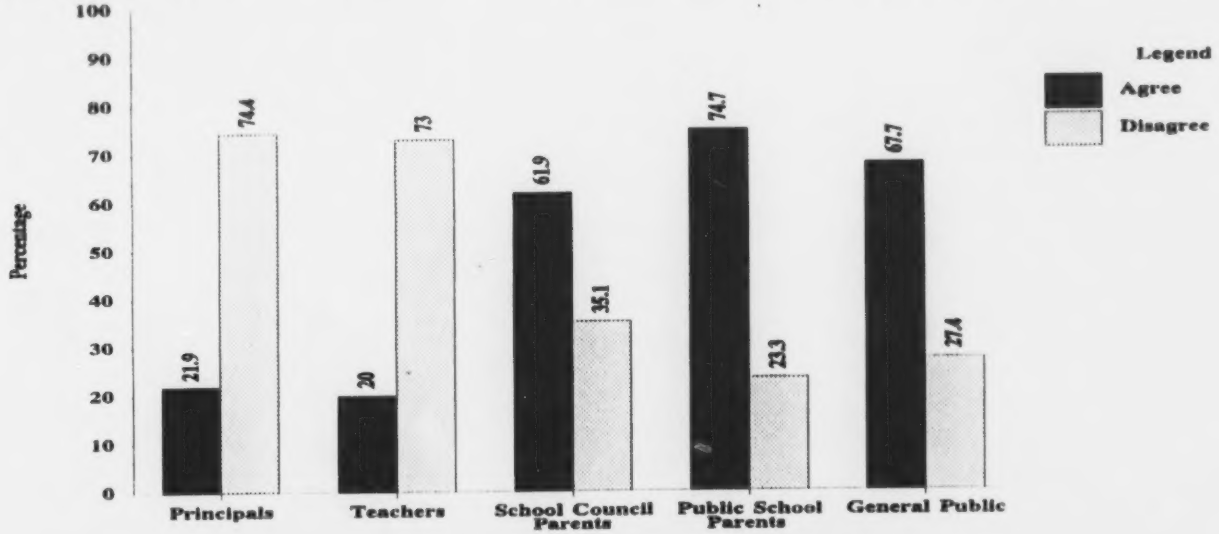


SAMPLE SIZES			
Principals	N=214	Public School Parents	N=232
Teachers	N=609	General Public	N=408
School Council Parents	N=100		

GRAPH 9.3A

ACCOUNTABILITY OPTIONS
"BOTH AWARDS AND SANCTIONS ARE ESSENTIAL TO HOLD TEACHERS AND SCHOOLS ACCOUNTABLE FOR STUDENT LEARNING"

Q13A. "Now I will read to you a series of statements about accountability for student learning. Please indicate your level of agreement/disagreement with each. Would you say that you strongly agree, agree, disagree or strongly disagree with that statement?"



Base: All respondents and randomly selected portion of general public.
Note: "Undecided" responses are not shown in this graph. The percentage of "undecided" is equal to the sum of the percentages in each segment of the graph, subtracted from 100%.

SAMPLE SIZES			
Principals	N=214	Public School Parents	N=231
Teachers	N=609	General Public	N=432
School Council Parents	N=100		

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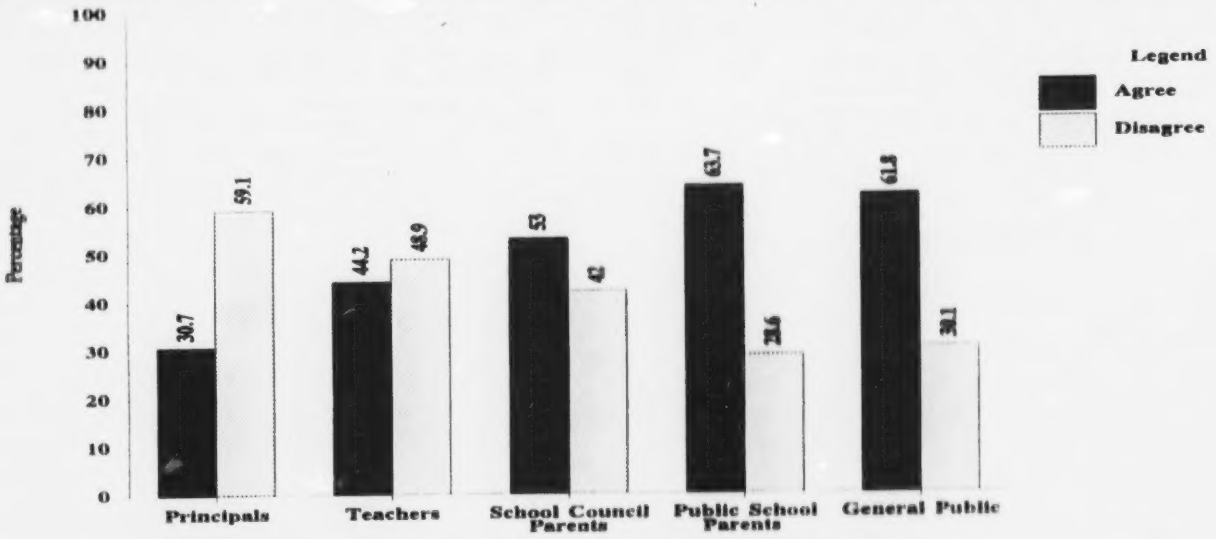
GRAPH 9.3B

ACCOUNTABILITY OPTIONS
"SCHOOL REWARDS FOR HIGH PERFORMANCE BUT NO SANCTIONS FOR LOW PERFORMANCE WOULD MOTIVATE TEACHERS TO DO THEIR BEST AND IMPROVE LEARNING"

Q13B. "Now I will read to you a series of statements about accountability for student learning. Please indicate your level of agreement/disagreement with each. Would you say that you strongly agree, agree, disagree or strongly disagree with that statement?"



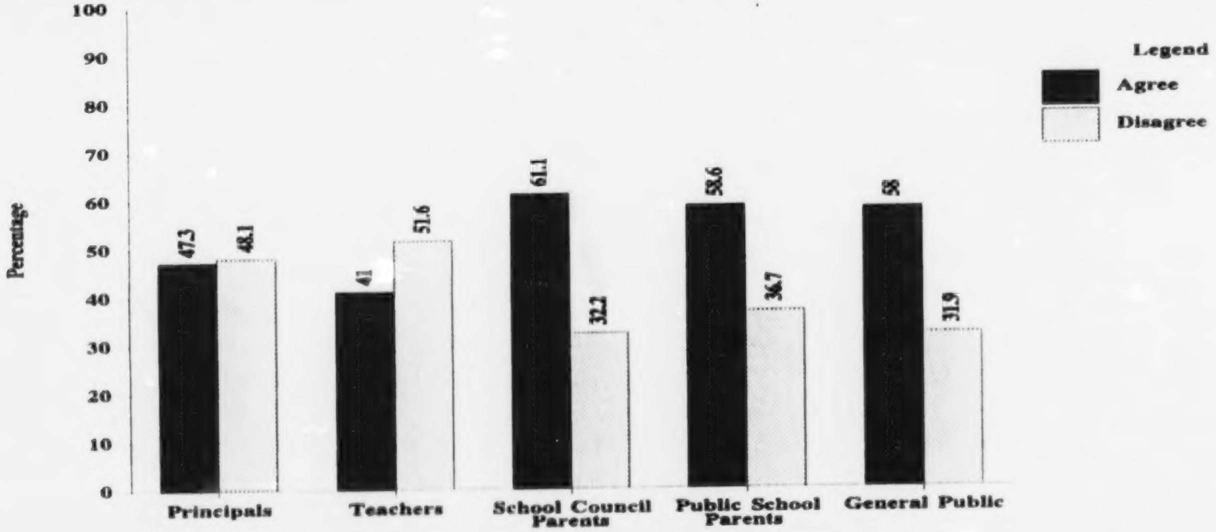
Base: All respondents and randomly selected portion of general public.
Note: "Undecided" responses are not shown in this graph. The percentage of "undecided" is equal to the sum of the percentages in each segment of the graph, subtracted from 100%.

SAMPLE SIZES			
Principals	N=214	Public School Parents	N=220
Teachers	N=609	General Public	N=427
School Council Parents	N=100		

GRAPH 9.3C

ACCOUNTABILITY OPTIONS
"PUBLIC DISCLOSURE OF SCHOOL SCORES WITHOUT REWARDS OR SANCTIONS WOULD MOTIVATE TEACHERS TO DO THEIR BEST AND IMPROVE LEARNING"

Q13C. "Now I will read to you a series of statements about accountability for student learning. Please indicate your level of agreement/disagreement with each. Would you say that you strongly agree, agree, disagree or strongly disagree with that statement?"



Base: All respondents and randomly selected portion of general public.
Note: "Undecided" responses are not shown in this graph. The percentage of "undecided" is equal to the sum of the percentages in each segment of the graph, subtracted from 100%.

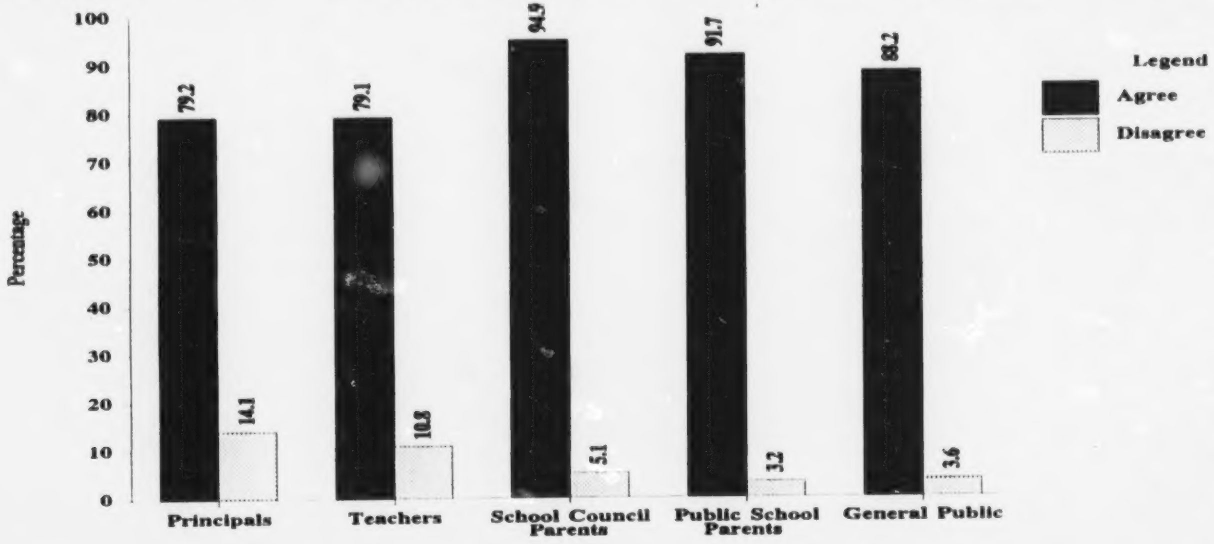
SAMPLE SIZES

Principals	N=214	Public School Parents	N=231
Teachers	N=609	General Public	N=432
School Council Parents	N=100		

GRAPH 9.3D

ACCOUNTABILITY OPTIONS
"THE SCHOOL ACCOUNTABILITY INDEX SHOULD INCLUDE MEASURES OF THE SCHOOLS INSTRUCTIONAL PRACTICES AS WELL AS TEST SCORES"

Q13D. "Now I will read to you a series of statements about accountability for student learning. Please indicate your level of agreement/disagreement with each. Would you say that you strongly agree, agree, disagree or strongly disagree with that statement?"



Base: All respondents and randomly selected portion of general public.
Note: "Undecided" responses are not shown in this graph. The percentage of "undecided" is equal to the sum of the percentages in each segment of the graph, subtracted from 100%.

SAMPLE SIZES			
Principals	N=214	Public School Parents	N=220
Teachers	N=609	General Public	N=427
School Council Parents	N=100		

235

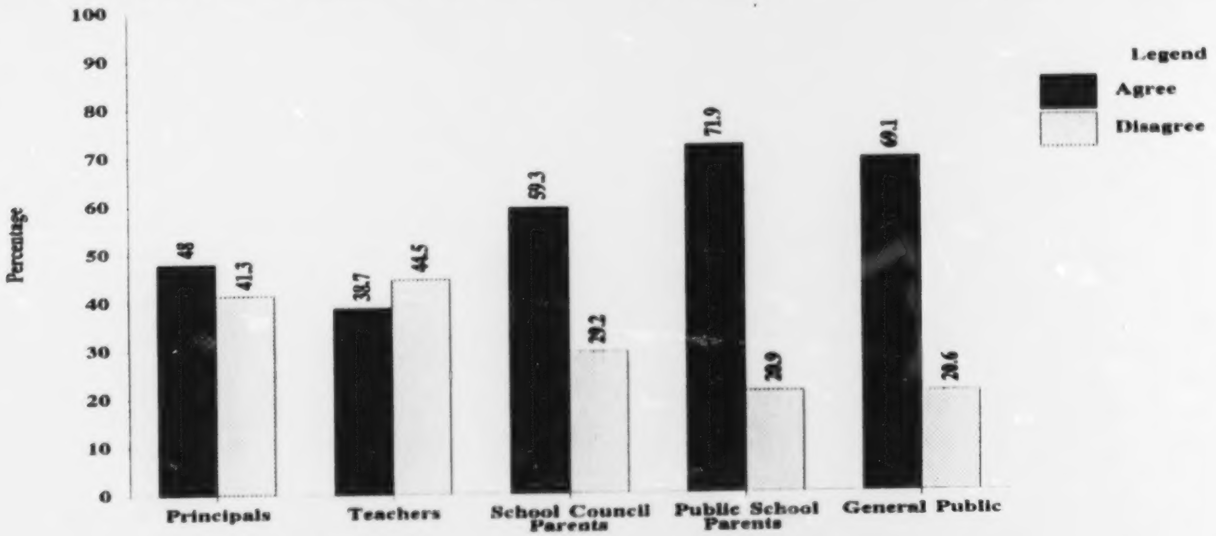
236

GRAPH 9.3E

ACCOUNTABILITY OPTIONS

"ASSIGNING A DISTINGUISHED EDUCATOR TO A SCHOOL IN DECLINE IS AN EFFECTIVE STRATEGY FOR HELPING THOSE SCHOOLS TO IMPROVE STUDENT PERFORMANCE"

Q13E. "Now I will read to you a series of statements about accountability for student learning. Please indicate your level of agreement/disagreement with each. Would you say that you strongly agree, agree, disagree or strongly disagree with that statement?"



Base: All respondents and randomly selected portion of general public.
Note: "Undecided" responses are not shown in this graph. The percentage of "undecided" is equal to the sum of the percentages in each segment of the graph, subtracted from 100%.

SAMPLE SIZES

Principals	N=214	Public School Parents	N=231
Teachers	N=609	General Public	N=432
School Council Parents	N=100		

237

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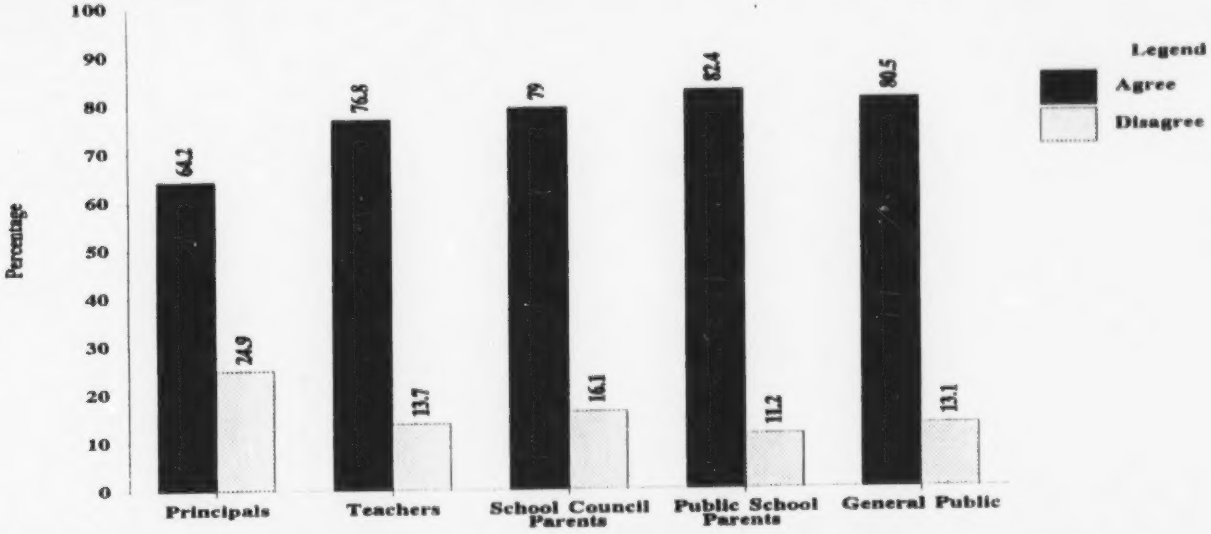
GRAPH 9.3F

ACCOUNTABILITY OPTIONS
"HOLDING STUDENTS AND PARENTS ACCOUNTABLE FOR LEARNING SHOULD BE DONE AT THE LOCAL SCHOOL RATHER THAN AT THE STATE LEVEL"

Q13F. "Now I will read to you a series of statements about accountability for student learning. Please indicate your level of agreement/disagreement with each. Would you say that you strongly agree, agree, disagree or strongly disagree with that statement?"



Base: All respondents and randomly selected portion of general public.
Note: "Undecided" responses are not shown in this graph. The percentage of "undecided" is equal to the sum of the percentages in each segment of the graph, subtracted from 100%.

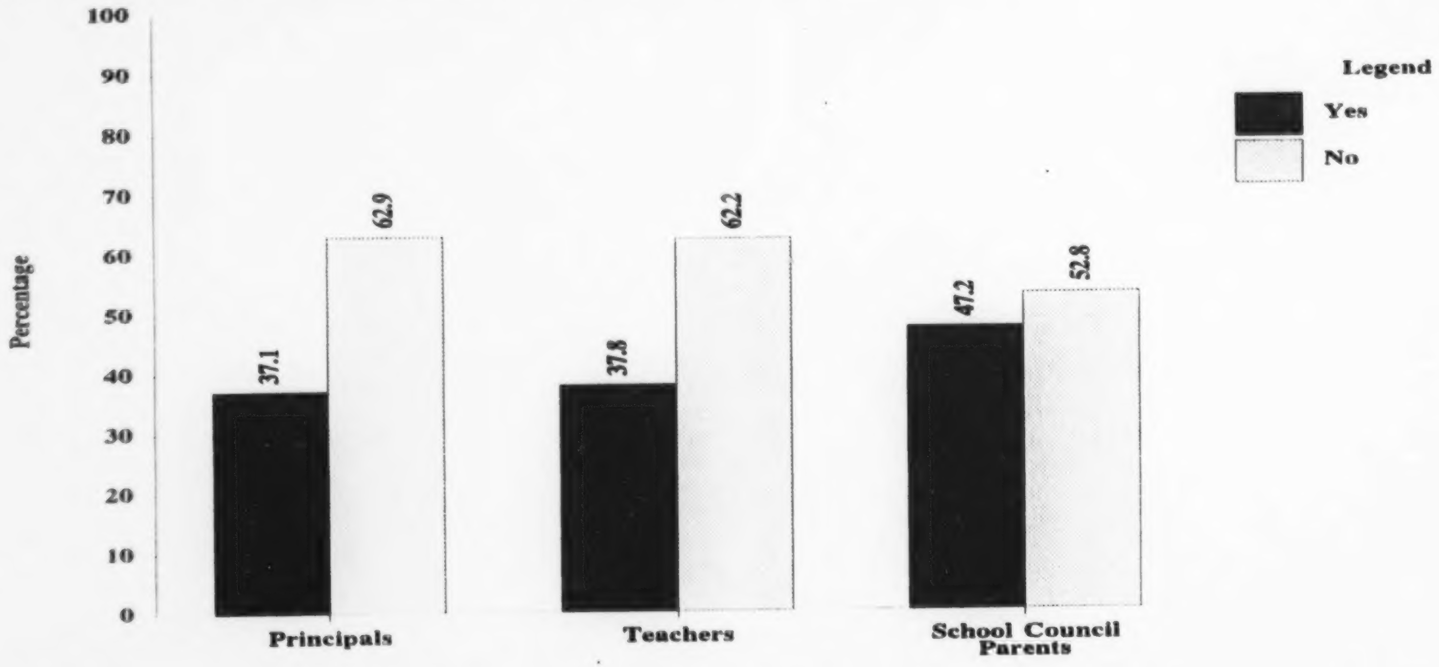
SAMPLE SIZES

Principals	N=214	Public School Parents	N=220
Teachers	N=609	General Public	N=427
School Council Parents	N=100		

GRAPH 9.4A

CASH REWARD FOR SCHOOL PERFORMANCE

Q14A. "Did your school receive a cash reward this past spring for student performance?"



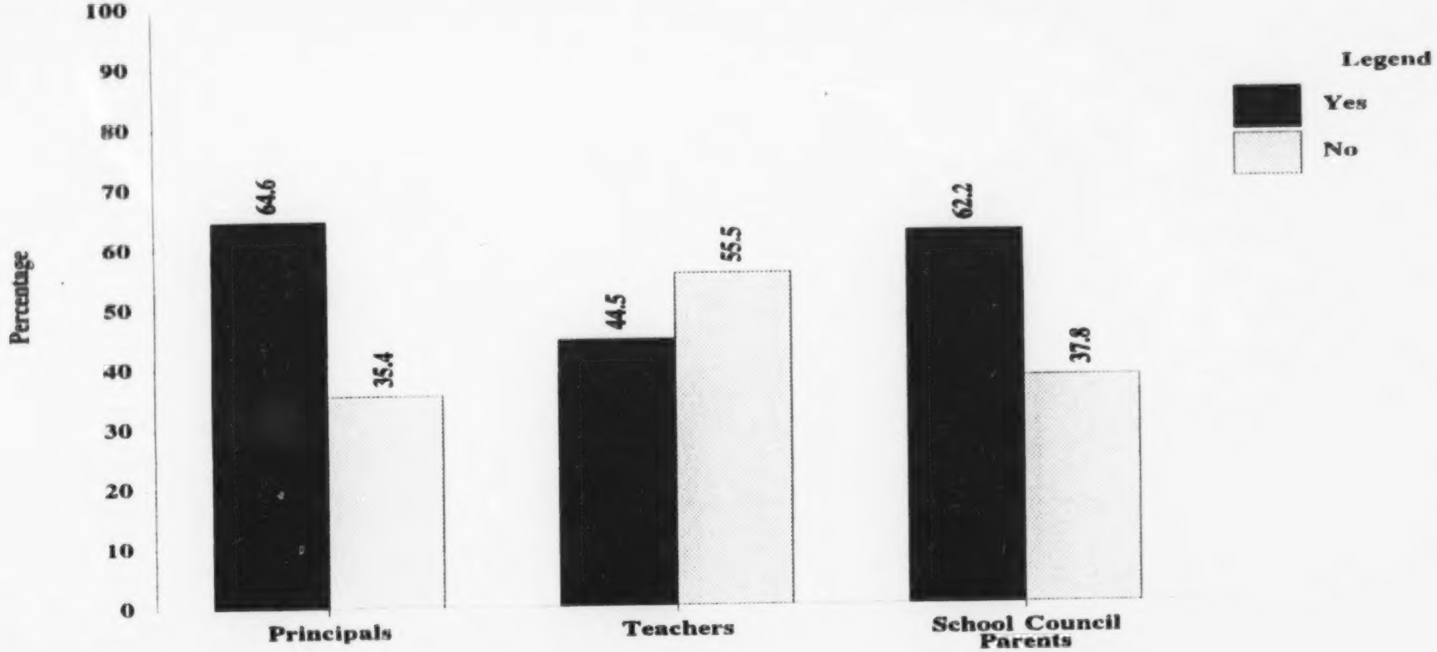
Base: All respondents

SAMPLE SIZES	
Principals	N=214
Teachers	N=609
School Council Parents	N=100

GRAPH 9.4B

STATEWIDE GUIDELINES ON SPENDING CASH REWARDS

Q14B. "If yes, would you favor standard statewide guidelines on how the money should be spent?"



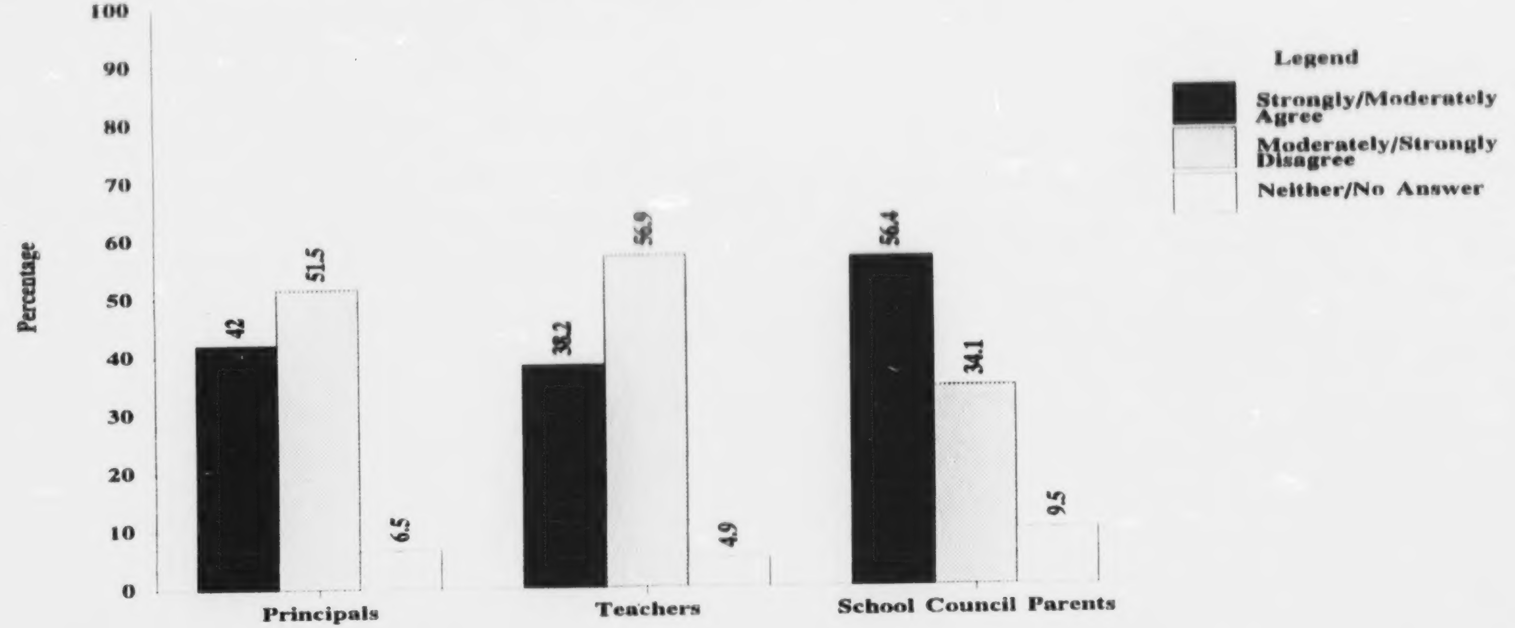
Base: Respondents whose school received a cash award for student performance.

SAMPLE SIZES	
Principals	N=77
Teachers	N=227
School Council Parents	N=48

GRAPH 9.5A

POTENTIAL ASSESSMENT OPTIONS FOR 1995-96
"CONTINUE THE KIRIS TESTING AS SCHEDULED"

Q15A. "Based on a recent study, the Legislative Oversight Committee at the Office of Education Accountability has recommended that the Department of Education take the time to make appropriate and wise adjustments to the assessment and accountability system. As I read each of the following statements, tell me if you agree or disagree with that statement for the statewide testing system in the 1995-96 school year. Would you say that you strongly agree, agree, disagree or strongly disagree with that statement?"



SAMPLE SIZES	
Principals	N=214
Teachers	N=609
School Council Parents	N=100

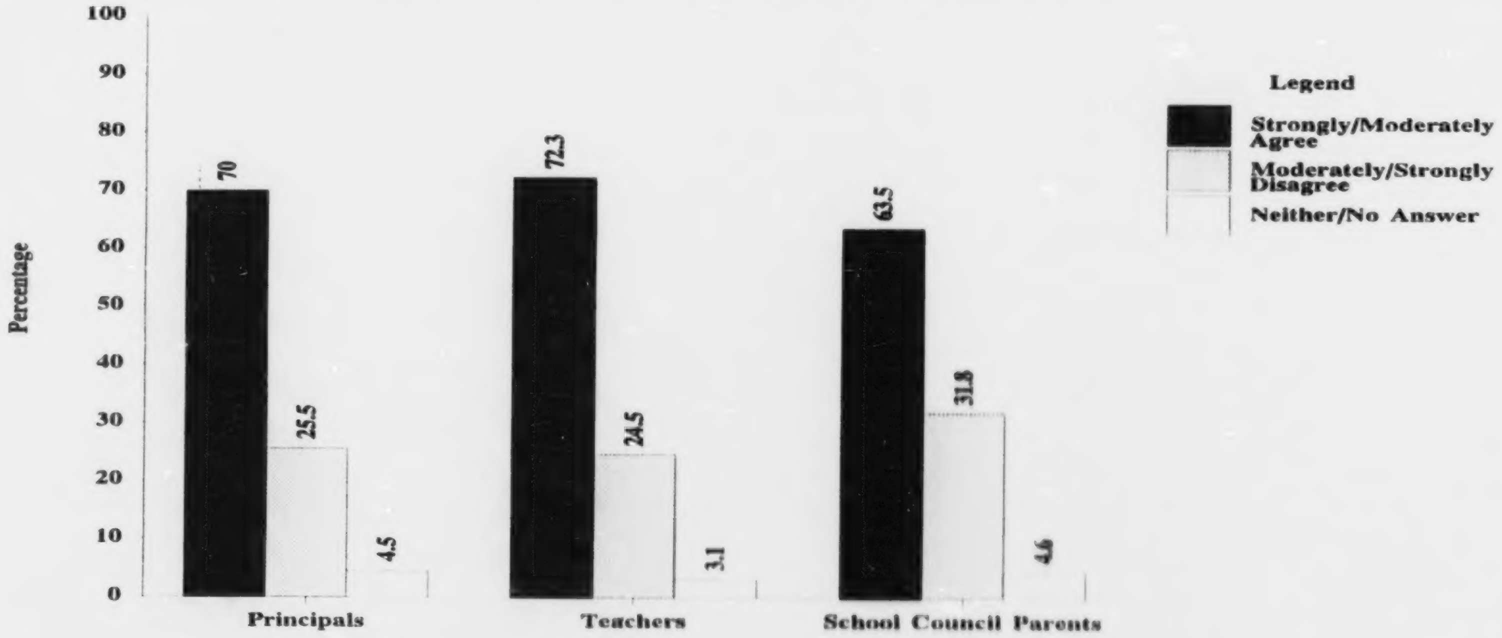
245

246

GRAPH 9.5B

POTENTIAL ASSESSMENT OPTIONS FOR 1995-96
"CONTINUE THE PORTFOLIO AND REPORT SCORES, BUT NOT FOR REWARDS OR SANCTIONS"

Q15B. "Based on a recent study, the Legislative Oversight Committee at the Office of Education Accountability has recommended that the Department of Education take the time to make appropriate and wise adjustments to the assessment and accountability system. As I read each of the following statements, tell me if you agree or disagree with that statement for the statewide testing system in the 1995-96 school year. Would you say that you strongly agree, agree, disagree or strongly disagree with that statement?"



SAMPLE SIZES	
Principals	N=214
Teachers	N=609
School Council Parents	N=100

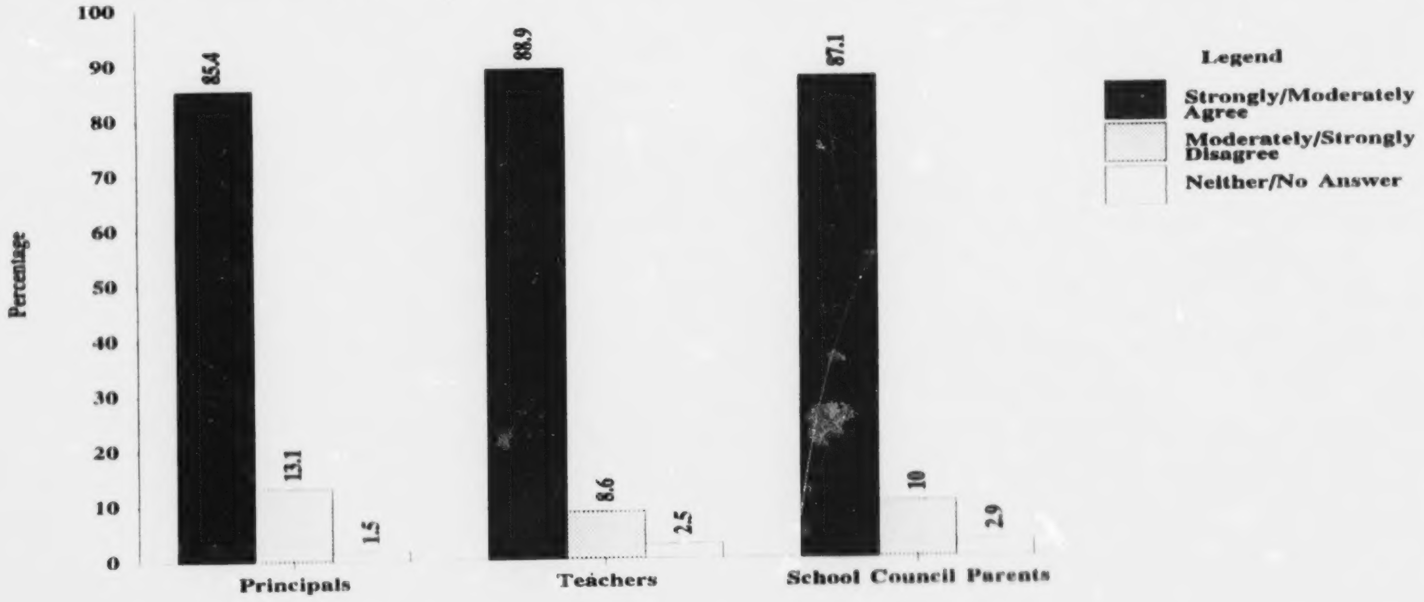
247

248

GRAPH 9.5C

POTENTIAL ASSESSMENT OPTIONS FOR 1995-96 *"ADMINISTER A NATIONALLY NORMED, STANDARDIZED TEST, NOT FOR ACCOUNTABILITY, BUT TO DETERMINE THE ACHIEVEMENT LEVEL OF STUDENTS"*

Q15C. "Based on a recent study, the Legislative Oversight Committee at the Office of Education Accountability has recommended that the Department of Education take the time to make appropriate and wise adjustments to the assessment and accountability system. As I read each of the following statements, tell me if you agree or disagree with that statement for the statewide testing system in the 1995-96 school year. Would you say that you strongly agree, agree, disagree or strongly disagree with that statement?"



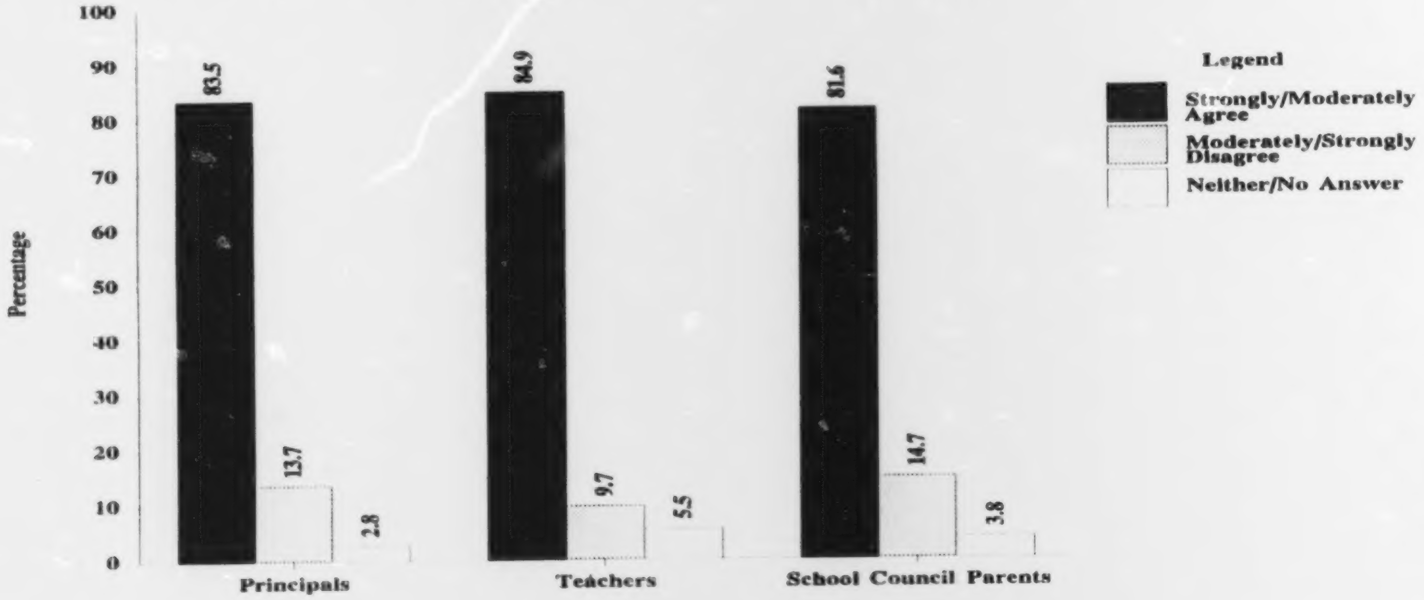
SAMPLE SIZES

Principals	N=214
Teachers	N=609
School Council Parents	N=100

GRAPH 9.5D

POTENTIAL ASSESSMENT OPTIONS FOR 1995-96
"ADMINISTER A VARIETY OF KIRIS PERFORMANCE ASSESSMENTS, INCLUDING MULTIPLE CHOICE ITEMS, TO DETERMINE WHICH SHOULD BE USED IN THE FUTURE"

Q15D. "Based on a recent study, the Legislative Oversight Committee at the Office of Education Accountability has recommended that the Department of Education take the time to make appropriate and wise adjustments to the assessment and accountability system. As I read each of the following statements, tell me if you agree or disagree with that statement for the statewide testing system in the 1995-96 school year. Would you say that you strongly agree, agree, disagree or strongly disagree with that statement?"



SAMPLE SIZES	
Principals	N=214
Teachers	N=609
School Council Parents	N=100

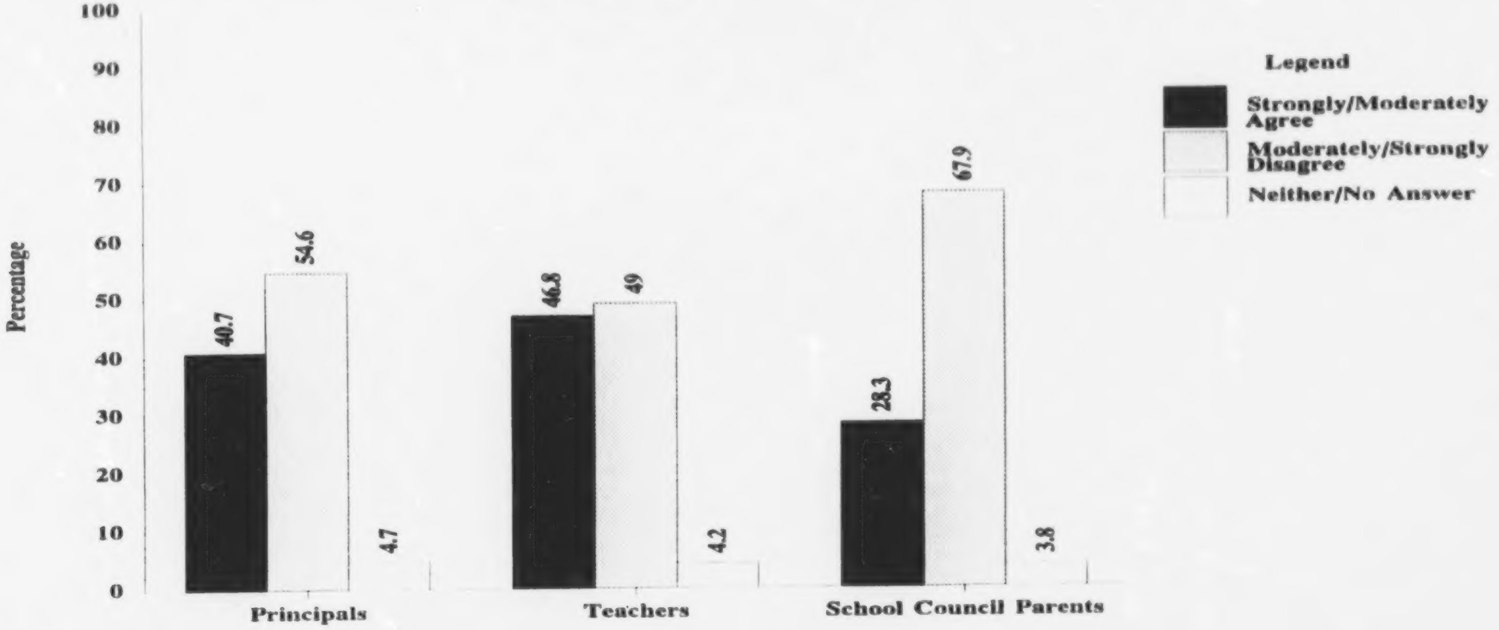
251

252

GRAPH 9.5E

POTENTIAL ASSESSMENT OPTIONS FOR 1995-96
"SUSPEND ALL STUDENT TESTING UNTIL THE STATE HAS REDESIGNED THE ASSESSMENT SYSTEM"

Q15E. **"Based on a recent study, the Legislative Oversight Committee at the Office of Education Accountability has recommended that the Department of Education take the time to make appropriate and wise adjustments to the assessment and accountability system. As I read each of the following statements, tell me if you agree or disagree with that statement for the statewide testing system in the 1995-96 school year. Would you say that you strongly agree, agree, disagree or strongly disagree with that statement?"**



SAMPLE SIZES

Principals	N=214
Teachers	N=609
School Council Parents	N=100

OBJECTIVE 10.0

SIGNIFICANT DIFFERENCES AMONG GROUPS OF RESPONDENTS

OBJECTIVE 10.0
SIGNIFICANT DIFFERENCES AMONG GROUPS OF RESPONDENTS

See
Graphs
10.0A-M

CASH REWARD SCHOOLS VERSUS NON-REWARD SCHOOLS - TEACHERS

Teachers of rewarded schools compared to teachers that did not receive rewards typically were more positive about the changes and procedures of KERA. Also, the teachers in rewarded schools were also less likely to be under stress and were more supportive.

Comparing reward school teachers with non-reward school teachers, survey respondents receiving cash rewards were significantly more positive in their responses to the following survey items:

- The validity and reliability of KIRIS.
- How well KIRIS is working.
- How well the Pre-school is working.
- How well the Primary Program is working.
- How well professional development and training is working.
- How well the SEEK Program is working.
- The perceived support level of teachers and administrators for KERA.
- Continue the KIRIS testing as scheduled.

On the other hand non-reward school teachers were significantly higher in their agreement with the following items:

- The stress level of teachers is extreme.
- Their own personal stress level is extreme.
- KIRIS has taken the fun out of teaching and learning.
- All testing should be suspended until the Department of Education has redesigned the assessment system.

See
Graphs
10.1A-G

CASH REWARD SCHOOLS VERSUS NON-REWARD SCHOOLS - PRINCIPALS

The principals of rewarded schools also showed more favorable opinions about KERA and the changes which have been implemented due to KERA than did the principals of non-rewarded schools. The principals of non-rewarded schools reported higher levels of stress than did the principals of rewarded schools. The following statements are those for which the principals of rewarded schools showed a significantly higher level of agreement.

- KIRIS is reliable.
- The primary program is working well.
- School-based decision making is working well.
- Parents are supportive of KERA.

The statements below are those for which the principals of non-rewarded schools showed a significantly higher level of agreement than principals of rewarded schools.

- The stress level of teachers is extreme.
- Personal stress level is extreme.
- Establishing the reliability and validity of KIRIS is an extremely important priority.

See
Graphs
10.2A-J

DIFFERENCES ACROSS TEACHING LEVELS

There were several significant differences in the responses to survey questions by teachers at different levels. The sub-group of teachers whose responses were significantly different from all teachers on certain items were the Primary (K-3) teachers and grades 4 and 5 teachers. The statewide data did not show that the responses of middle or high school teachers significantly distinguished their groups from other teachers.

Primary (K-3) teachers were significantly more positive than their colleagues at other levels relating to the following:

- How well the primary program is working.
- The perception of teachers support for KERA.
- The belief that all children can learn, and most at a high level.
- Continue the use of portfolios, but not for rewards and sanctions in 1995-96.

Fourth and fifth grade teachers were identified in the survey as a sub-group to be compared with Primary K-3, middle school and high school teachers. This sub-group not only had significant differences in their responses to certain items, their responses on these were less positive than other teachers.

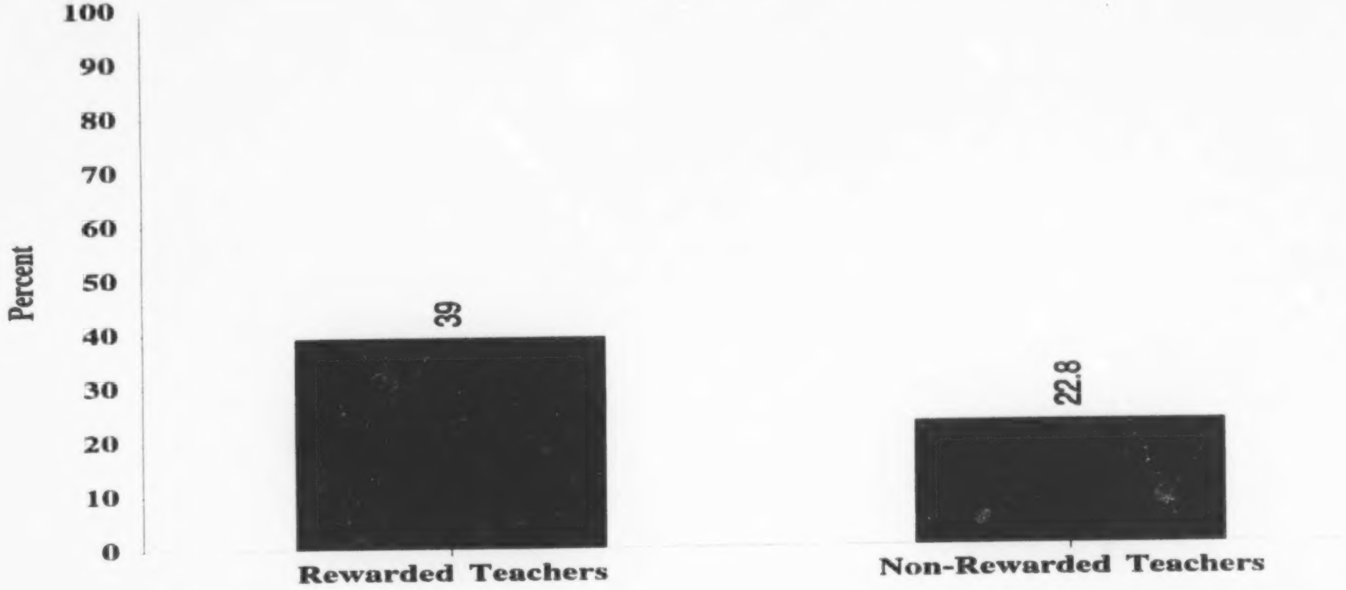
- A greater percentage of 4/5 teachers believed that schools had changed for the worse since the introduction of KERA.
- A greater percentage of 4/5 teachers would return schools to Pre-KERA policies and practices, if they could.
- A larger proportion of 4/5 teachers see KIRIS as working poorly.
- Fourth and fifth grade teachers report a higher stress level.
- Fourth and fifth grade teachers give a significantly higher priority to giving teacher more time for the design of curriculum and instruction.

It should be remembered that the fourth grade is an accountability grade where teachers must receive the products of the Primary Program and prepare students for the first KIRIS accountability test. Also 4th grade teachers who are responsible for helping students prepare their first writing portfolio for school accountability.

GRAPH 10.0A

CASH REWARD SCHOOLS VERSUS NON-REWARD SCHOOLS PERCENT RATING KIRIS RELIABLE

Q3A. "Please indicate your opinion on how reliable or unreliable you believe each one would be in determining how well students are learning, how much schools are improving. Would you say this is a reliable or unreliable measure of how students are learning, how much schools are improving? Would that be very or moderately reliable/unreliable?"



Base: **All teachers**

SAMPLE SIZES

Rewarded Teachers	N=220
Non-Rewarded Teachers	N=389

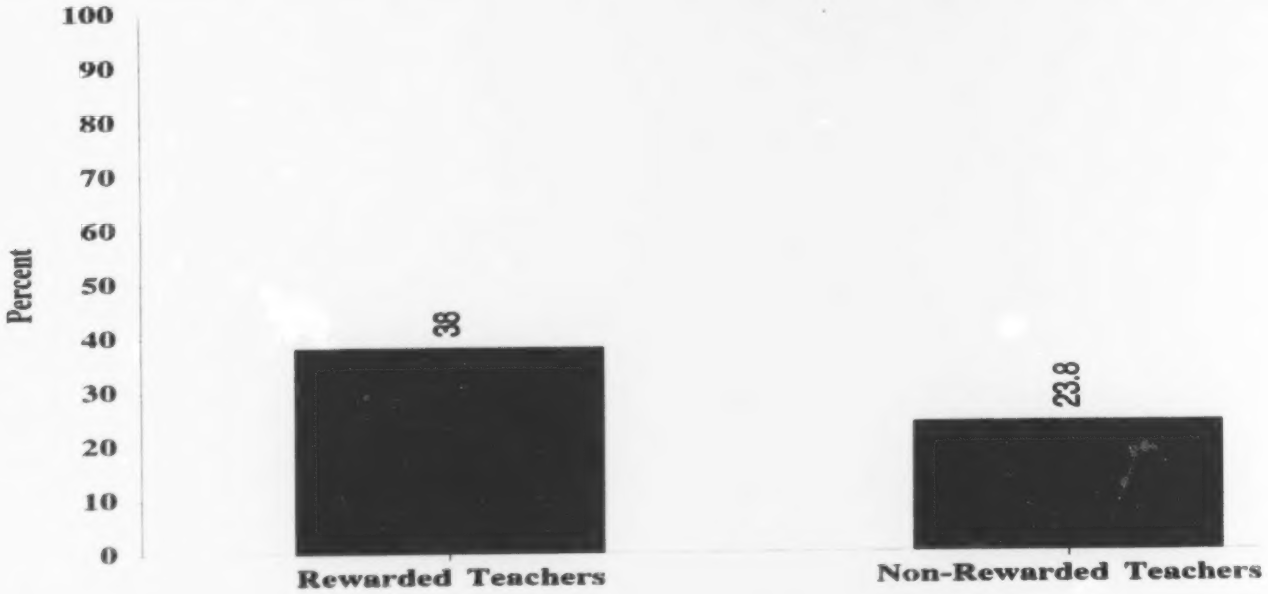
263

264

GRAPH 10.0B

CASH REWARD SCHOOLS VERSUS NON-REWARD SCHOOLS PERCENT RATING KIRIS AS WORKING WELL

Q4A. "Indicate your opinion on whether each program is working well or working poorly in your local school system. Would you say this program is working well or working poorly? Would that be working very or moderately (well/poorly)?"



Base: **All teachers**

SAMPLE SIZES	
Rewarded Teachers	N=220
Non-Rewarded Teachers	N=389

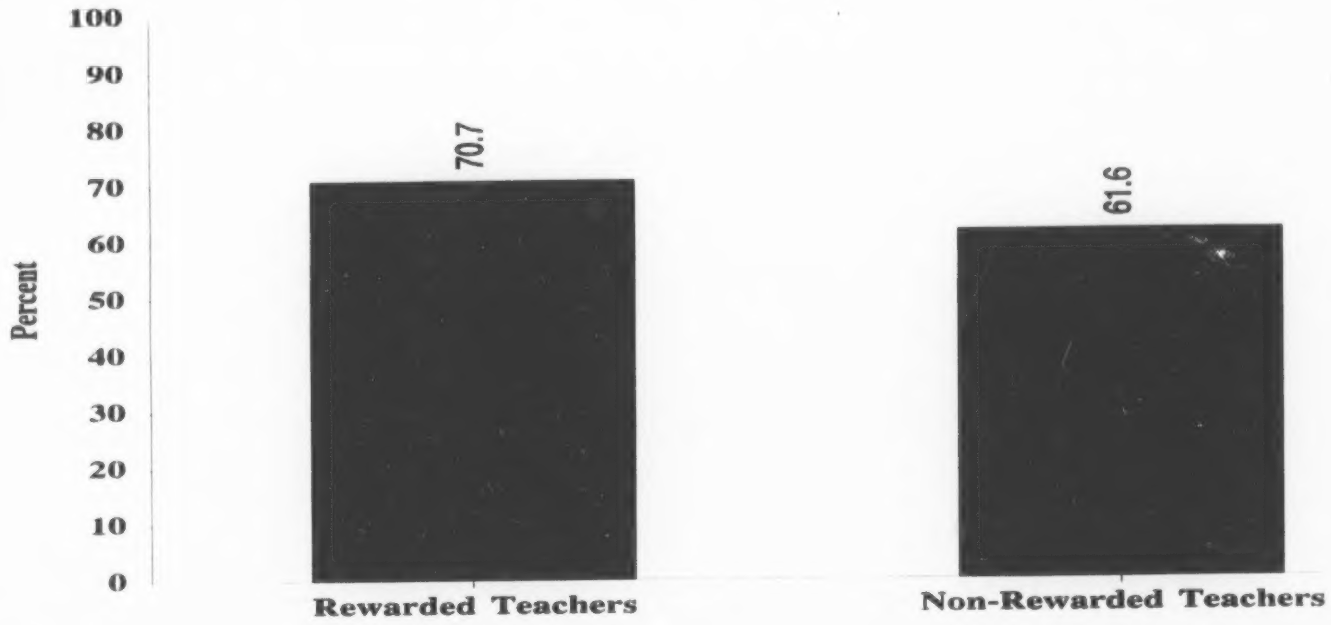
265

266

GRAPH 10.0C

CASH REWARD SCHOOLS VERSUS NON-REWARD SCHOOLS PERCENT RATING PRE-SCHOOL AS WORKING WELL

Q4C. "Indicate your opinion on whether each program is working well or working poorly in your local school system. Would you say this program is working well or working poorly? Would that be working very or moderately (well/poorly)?"



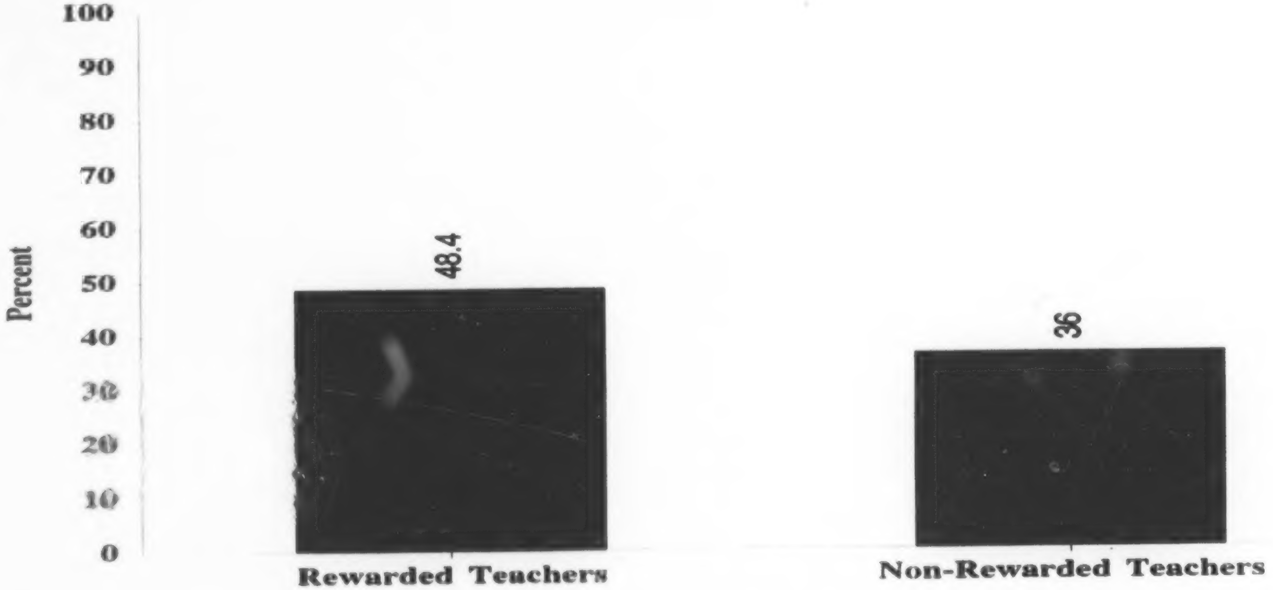
Base: All teachers

SAMPLE SIZES	
Rewarded Teachers	N=220
Non-Rewarded Teachers	N=389

GRAPH 10.0D

CASH REWARD SCHOOLS VERSUS NON-REWARD SCHOOLS PERCENT RATING PRIMARY PROGRAM AS WORKING WELL

Q4D. "Indicate your opinion on whether each program is working well or working poorly in your local school system. Would you say this program is working well or working poorly? Would that be working very or moderately (well/poorly)?"



Base: All teachers

SAMPLE SIZES	
Rewarded Teachers	N=220
Non-Rewarded Teachers	N=389

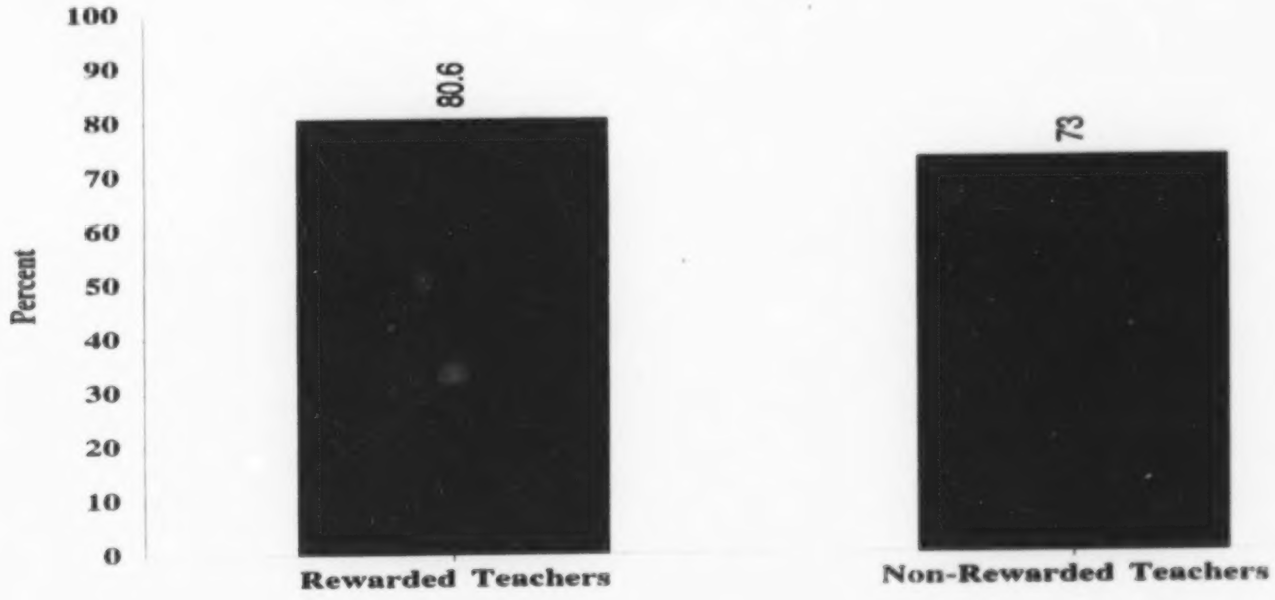
270

269

GRAPH 10.0E

CASH REWARD SCHOOLS VERSUS NON-REWARD SCHOOLS PERCENT RATING PROFESSIONAL DEVELOPMENT AND TRAINING AS WORKING WELL

Q4G. "Indicate your opinion on whether each program is working well or working poorly in your local school system. Would you say this program is working well or working poorly? Would that be working very or moderately (well/poorly)?"



Base: **All teachers**

SAMPLE SIZES	
Rewarded Teachers	N=220
Non-Rewarded Teachers	N=389

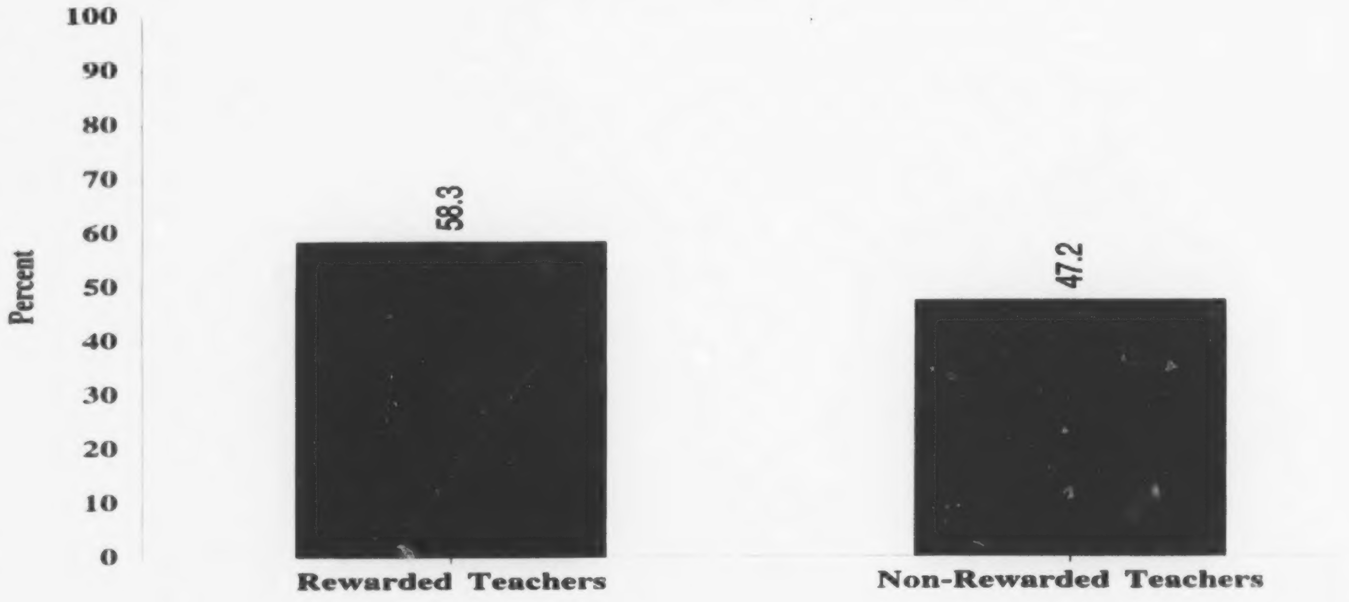
271

272

GRAPH 10.0F

CASH REWARD SCHOOLS VERSUS NON-REWARD SCHOOLS PERCENT RATING SEEK AS WORKING WELL

Q4J. "Indicate your opinion on whether each program is working well or working poorly in your local school system. Would you say this program is working well or working poorly? Would that be working very or moderately (well/poorly)?"



Base: All teachers

SAMPLE SIZES	
Rewarded Teachers	N=220
Non-Rewarded Teachers	N=389

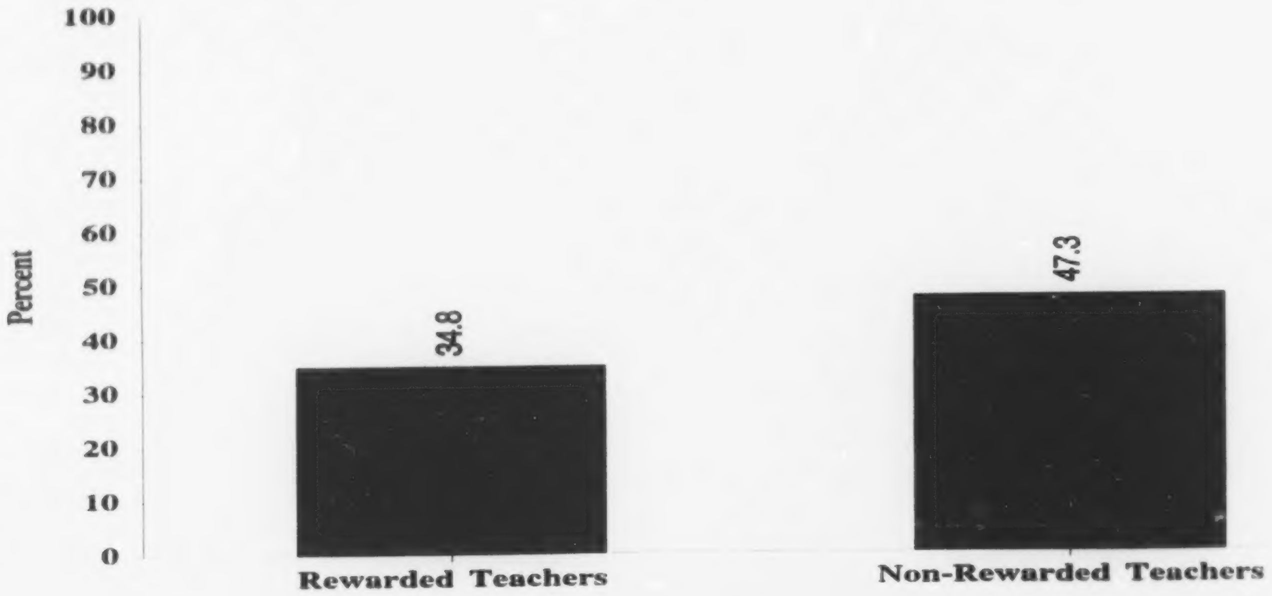
273

274

GRAPH 10.0G

CASH REWARD SCHOOLS VERSUS NON-REWARD SCHOOLS PERCENT RATING STRESS LEVELS OF TEACHERS AS EXTREME

Q6A. "How would you characterize the stress level of different professional groups you have contact with on a regular basis? Would you say extreme stress seriously affecting both professional and personal lives, major stress mostly affecting the ability of people to function on their jobs, some stress but it is manageable, little or no stress?"



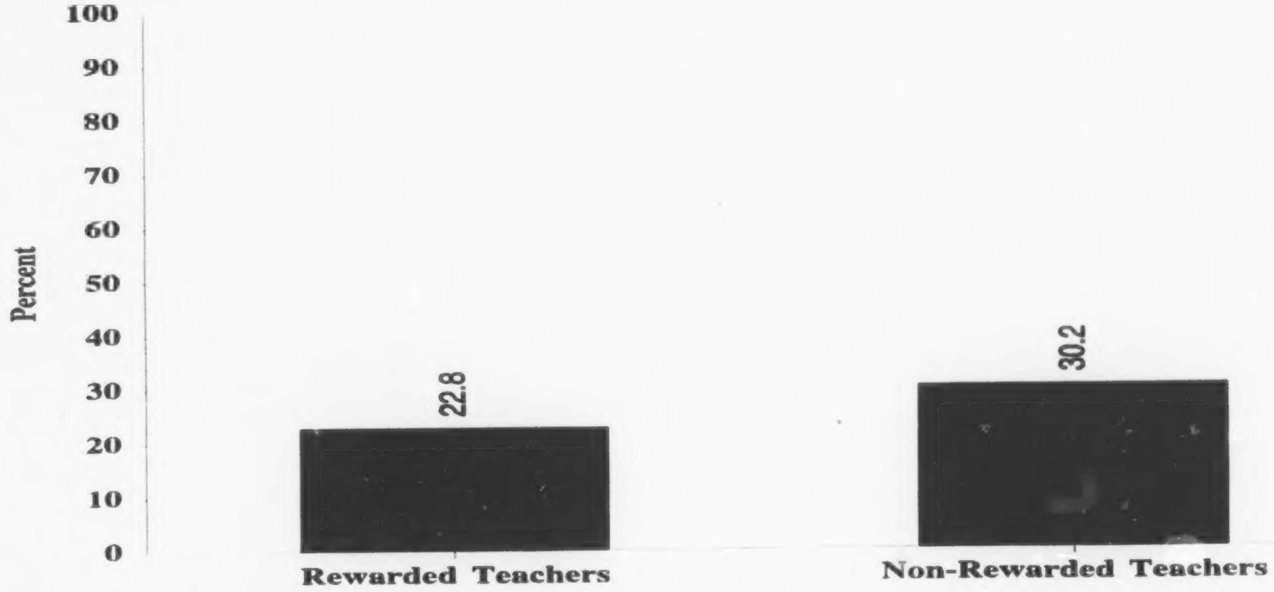
Base: **All teachers**

SAMPLE SIZES	
Rewarded Teachers	N=220
Non-Rewarded Teachers	N=389

GRAPH 10.0H

CASH REWARD SCHOOLS VERSUS NON-REWARD SCHOOLS
PERCENT OF TEACHERS RATING PERSONAL STRESS LEVELS AS EXTREME

Q6D. **"How would you characterize the stress level of different professional groups you have contact with on a regular basis? Would you say extreme stress seriously affecting both professional and personal lives, major stress mostly affecting the ability of people to function on their jobs, some stress but it is manageable, little or no stress?"**



Base: **All teachers**

SAMPLE SIZES	
Rewarded Teachers	N=220
Non-Rewarded Teachers	N=389

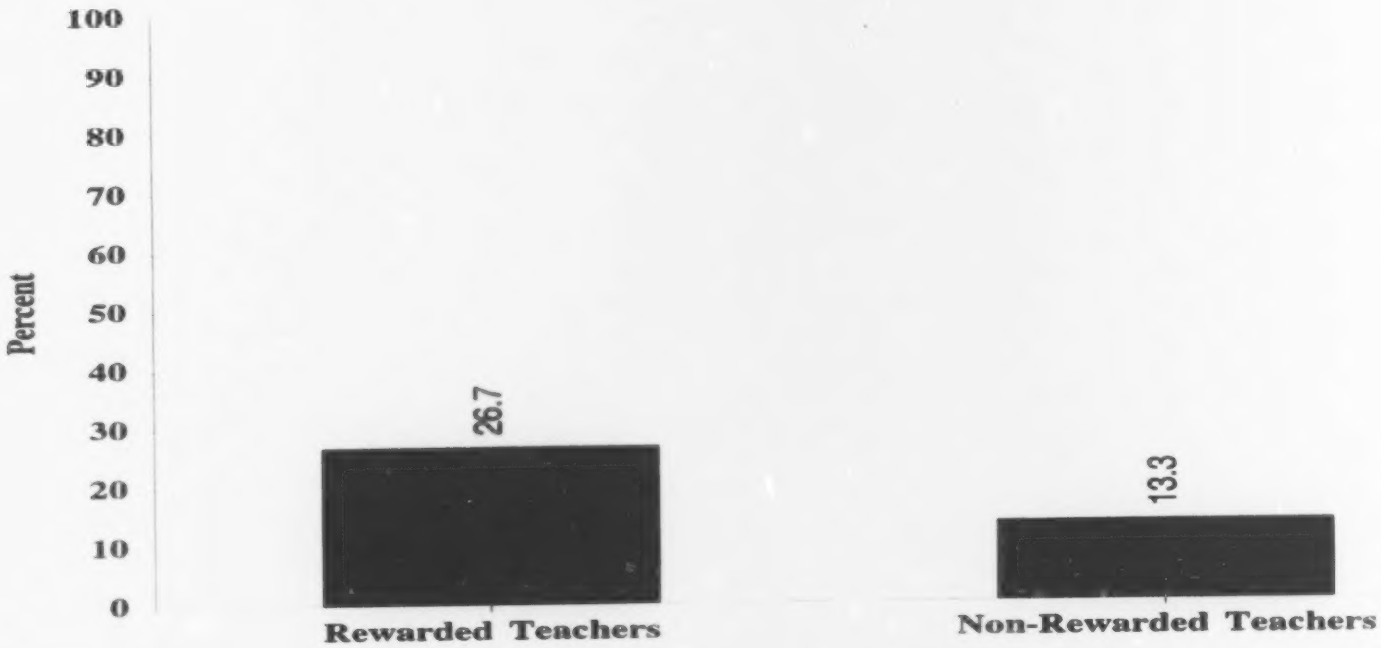
277

278

GRAPH 10.01

CASH REWARD SCHOOLS VERSUS NON-REWARD SCHOOLS PERCENT RATING TEACHER SUPPORT LEVEL OF KERA AS VERY SUPPORTIVE

Q7A. "Would you say the level of support is very supportive, supportive, not supportive, or against KERA reforms?"



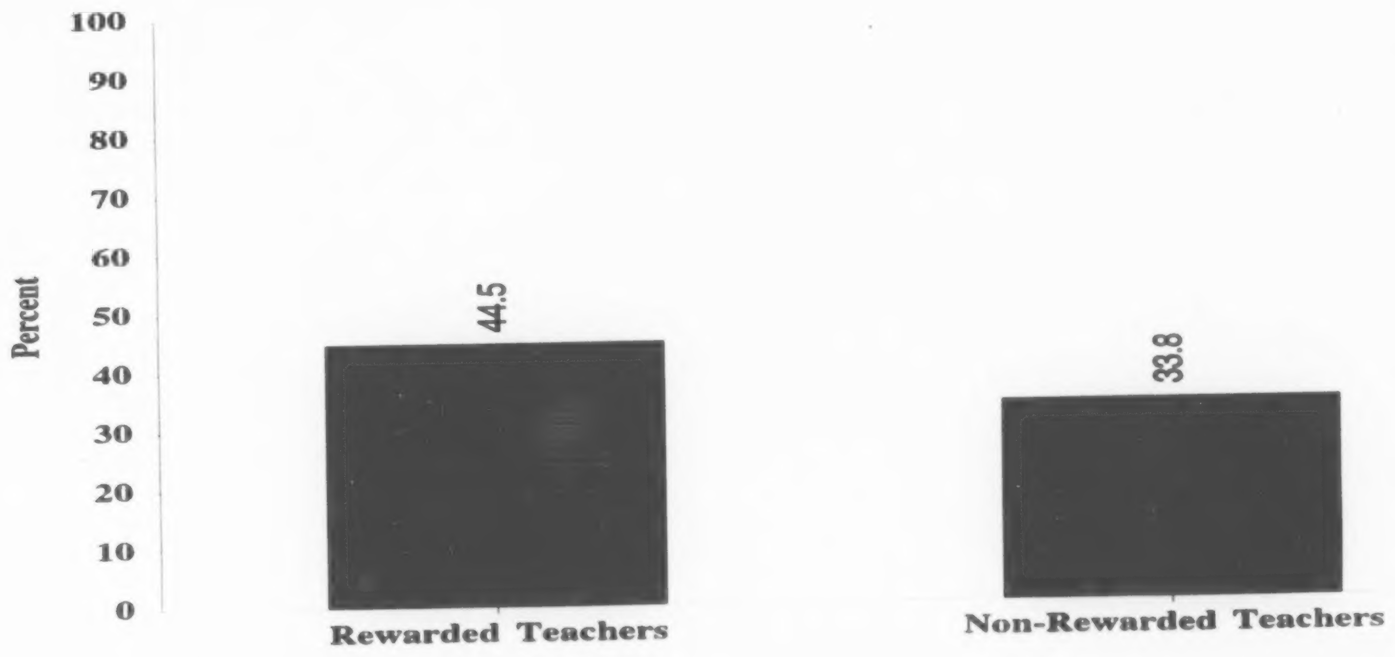
Base: All teachers

SAMPLE SIZES	
Rewarded Teachers	N=220
Non-Rewarded Teachers	N=389

GRAPH 10.0J

CASH REWARD SCHOOLS VERSUS NON-REWARD SCHOOLS PERCENT RATING ADMINISTRATOR SUPPORT LEVEL OF KERA AS VERY SUPPORTIVE

Q7B. "Would you say the level of support is very supportive, supportive, not supportive, or against KERA reforms?"



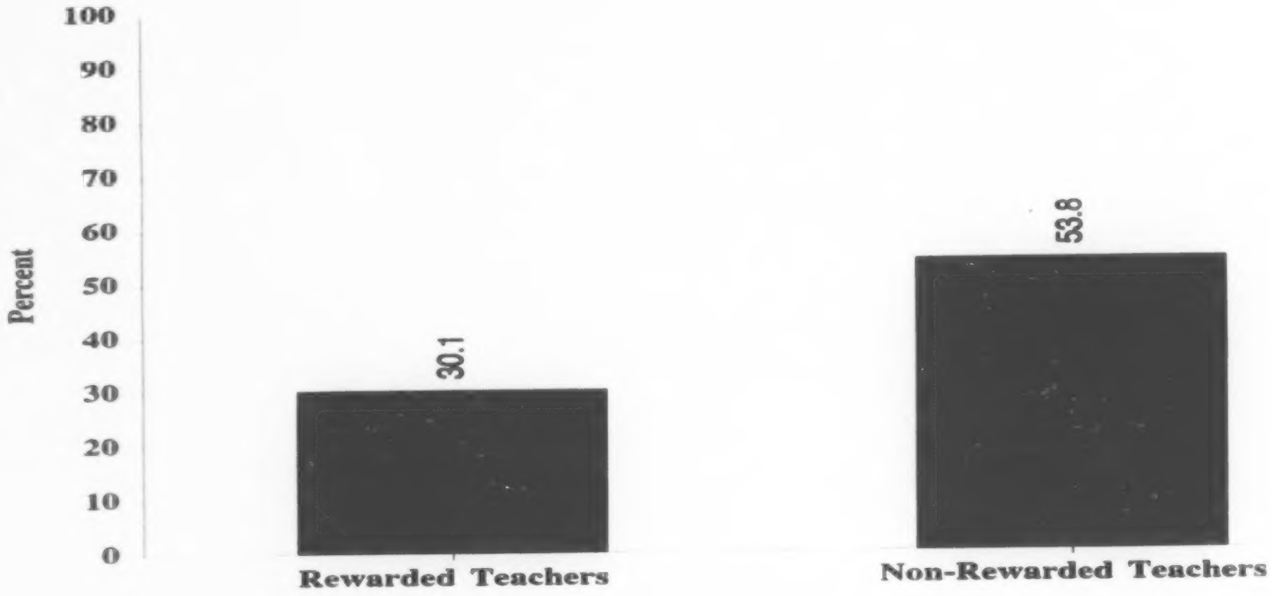
Base: All teachers

SAMPLE SIZES	
Rewarded Teachers	N=220
Non-Rewarded Teachers	N=389

GRAPH 10.0K

CASH REWARD SCHOOLS VERSUS NON-REWARD SCHOOLS PERCENT AGREEING THAT KENTUCKY'S ACCOUNTABILITY SYSTEM HAS TAKEN THE FUN OUT OF TEACHING AND LEARNING

Q10F. "The following are statements about school reform that have been made by school administrators, teachers, and parents. What are your feelings about these statements? Would you say that statement is very true, somewhat true, or not true at all?"



Base: All teachers

SAMPLE SIZES	
Rewarded Teachers	N=220
Non-Rewarded Teachers	N=389

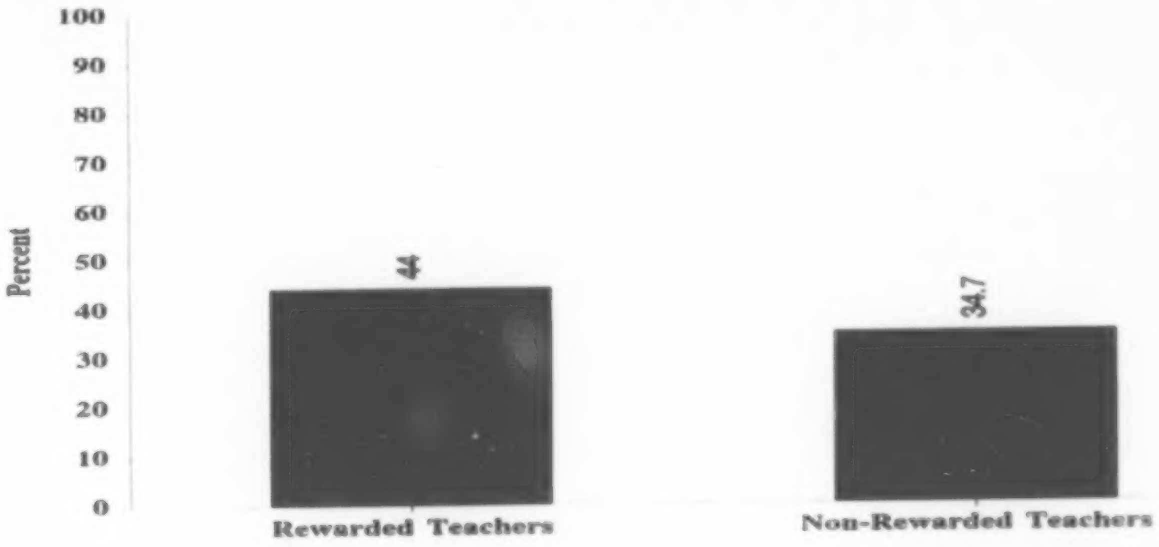
283

284

GRAPH 10.0L

CASH REWARD SCHOOLS VERSUS NON-REWARD SCHOOLS PERCENT AGREEING THAT KIRIS TESTING SHOULD CONTINUE

Q15A. "Based on a recent study, the Legislative Oversight Committee at the Office of Education Accountability has recommended that the Department of Education take the time to make appropriate and wise adjustments to the assessment and accountability system. As I read each of the following statements, tell me if you agree or disagree with that statement for the statewide testing system in the 1995-96 school year. Would you say that you strongly agree, agree, disagree or strongly disagree with that statement?"



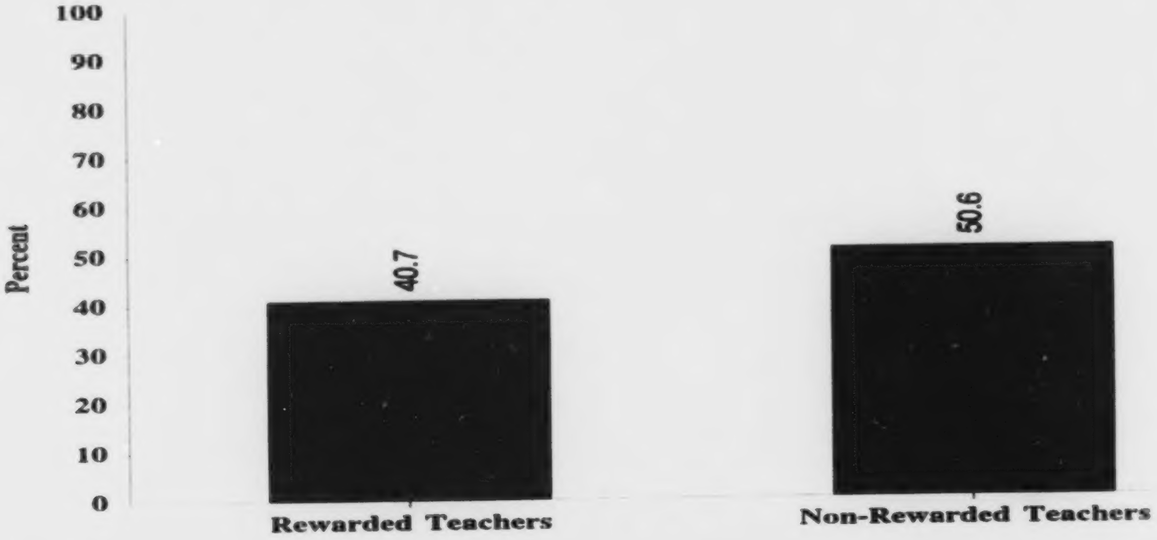
Base: **All teachers**

SAMPLE SIZES	
Rewarded Teachers	N=220
Non-Rewarded Teachers	N=389

GRAPH 10.0M

CASH REWARD SCHOOLS VERSUS NON-REWARD SCHOOLS PERCENT AGREEING TO SUSPEND ALL TESTING UNTIL KDE HAS REDESIGNED THE TEST

Q15E. "Based on a recent study, the Legislative Oversight Committee at the Office of Education Accountability has recommended that the Department of Education take the time to make appropriate and wise adjustments to the assessment and accountability system. As I read each of the following statements, tell me if you agree or disagree with that statement for the statewide testing system in the 1995-96 school year. Would you say that you strongly agree, agree, disagree or strongly disagree with that statement?"



Base: **All teachers**

SAMPLE SIZES	
Rewarded Teachers	N=220
Non-Rewarded Teachers	N=389

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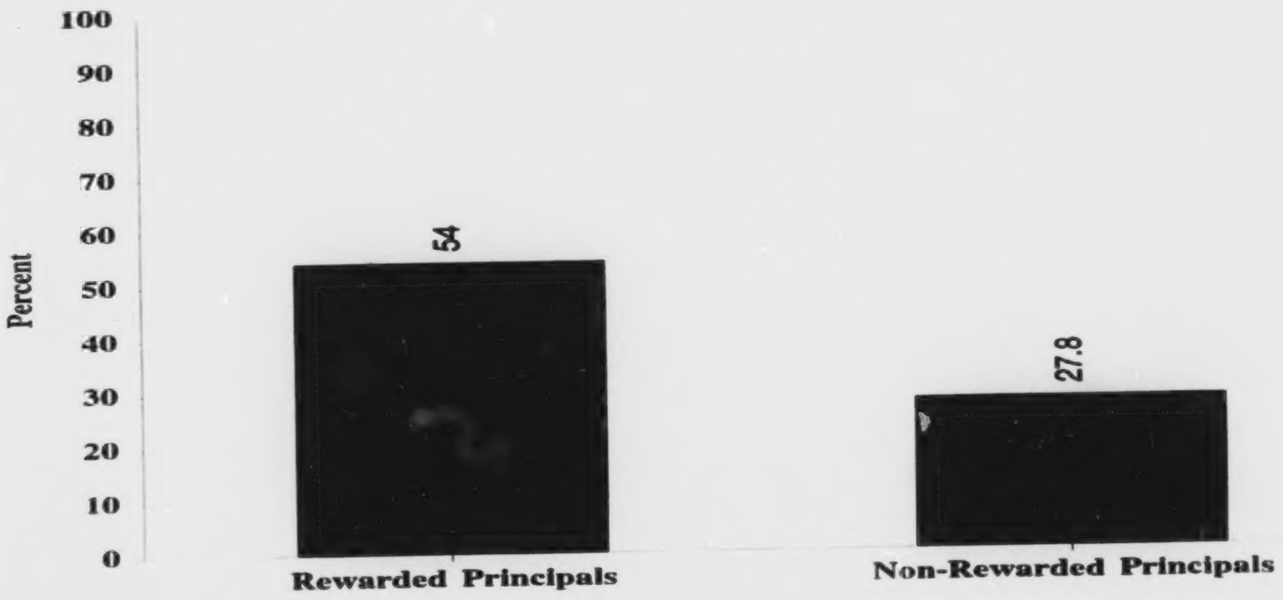
GRAPH 10.1A

CASH REWARD SCHOOLS VERSUS NON-REWARD SCHOOLS PERCENT RATING KIRIS RELIABLE

Q3A. "Please indicate your opinion on how reliable or unreliable you believe each one would be in determining how well students are learning, how much schools are improving. Would you say this is a reliable or unreliable measure of how students are learning, how much schools are improving? Would that be very or moderately reliable/unreliable?"



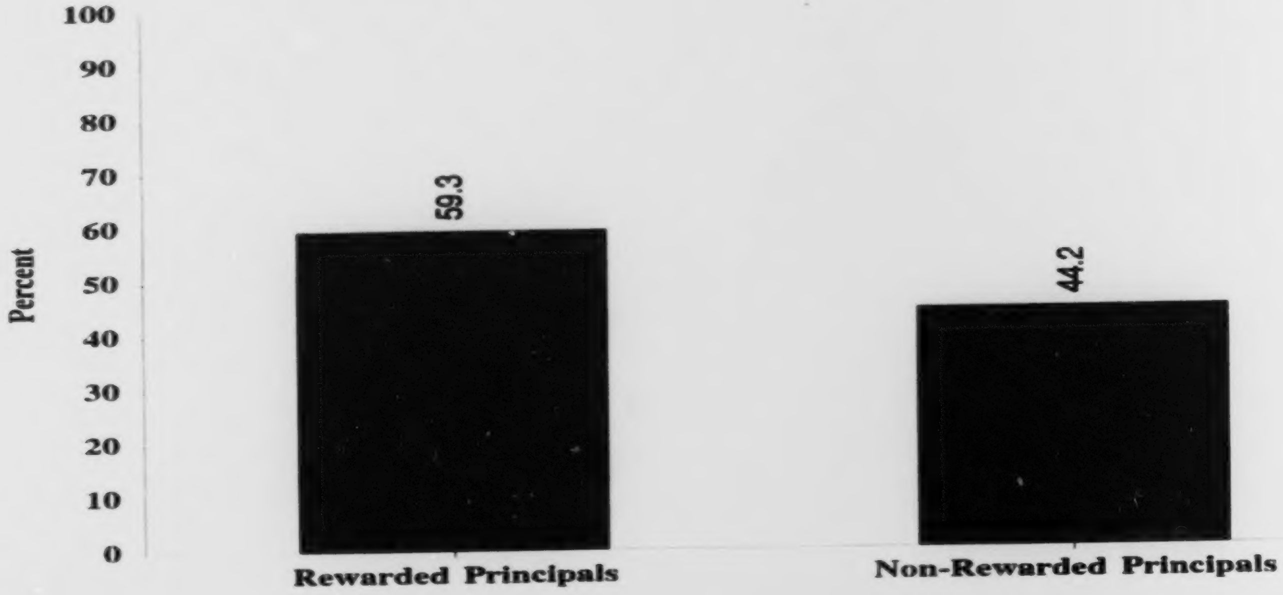
Base: All principals

SAMPLE SIZES	
Rewarded Principals	N=77
Non-Rewarded Principals	N=137

GRAPH 10.1B

CASH REWARD SCHOOLS VERSUS NON-REWARD SCHOOLS PERCENT RATING PRIMARY PROGRAM AS WORKING WELL

Q4D. "Indicate your opinion on whether each program is working well or working poorly in your local school system. Would you say this program is working well or working poorly? Would that be working very or moderately (well/poorly)?"



Base: All principals

SAMPLE SIZES	
Rewarded Principals	N=77
Non-Rewarded Principals	N=137

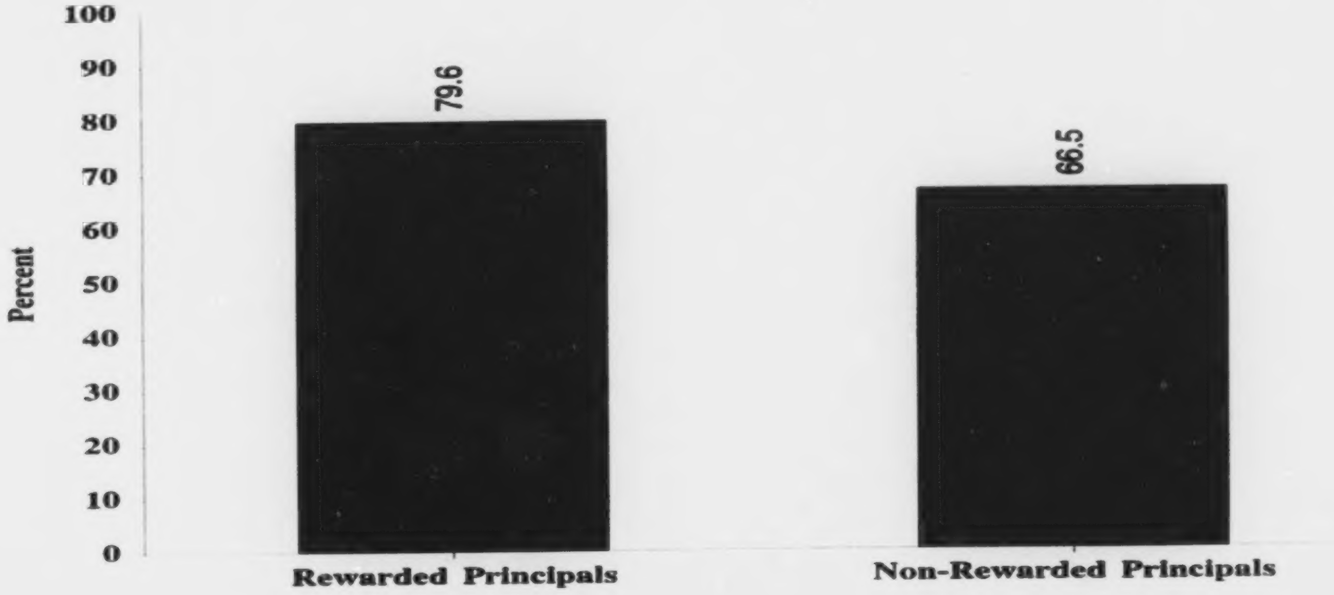
291

292

GRAPH 10.1C

CASH REWARD SCHOOLS VERSUS NON-REWARD SCHOOLS PERCENT RATING SCHOOL-BASED DECISION MAKING AS WORKING WELL

Q4E. **"Indicate your opinion on whether each program is working well or working poorly in your local school system. Would you say this program is working well or working poorly? Would that be working very or moderately (well/poorly)?"**



Base: All principals

SAMPLE SIZES	
Rewarded Principals	N=77
Non-Rewarded Principals	N=137

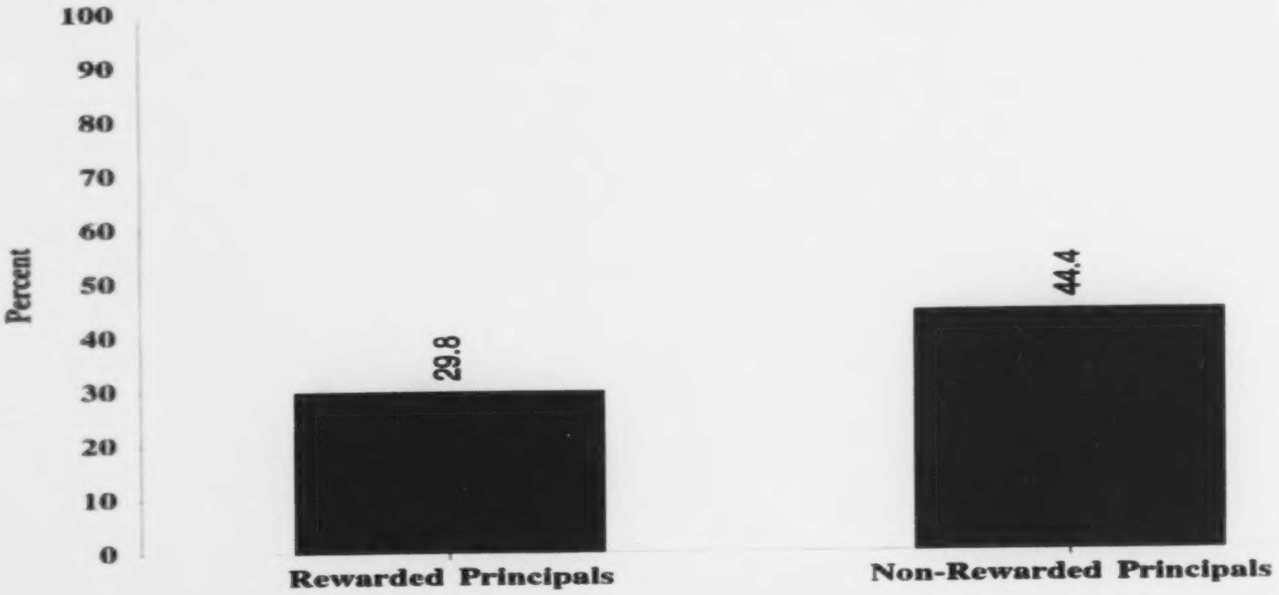
293

294

GRAPH 10.1D

CASH REWARD SCHOOLS VERSUS NON-REWARD SCHOOLS PERCENT RATING STRESS LEVEL OF TEACHERS AS MAJOR

Q6A. "How would you characterize the stress level of different professional groups you have contact with on a regular basis? Would you say extreme stress seriously affecting both professional and personal lives, major stress mostly affecting the ability of people to function on their jobs, some stress but it is manageable, little or no stress?"



Base: All principals

295

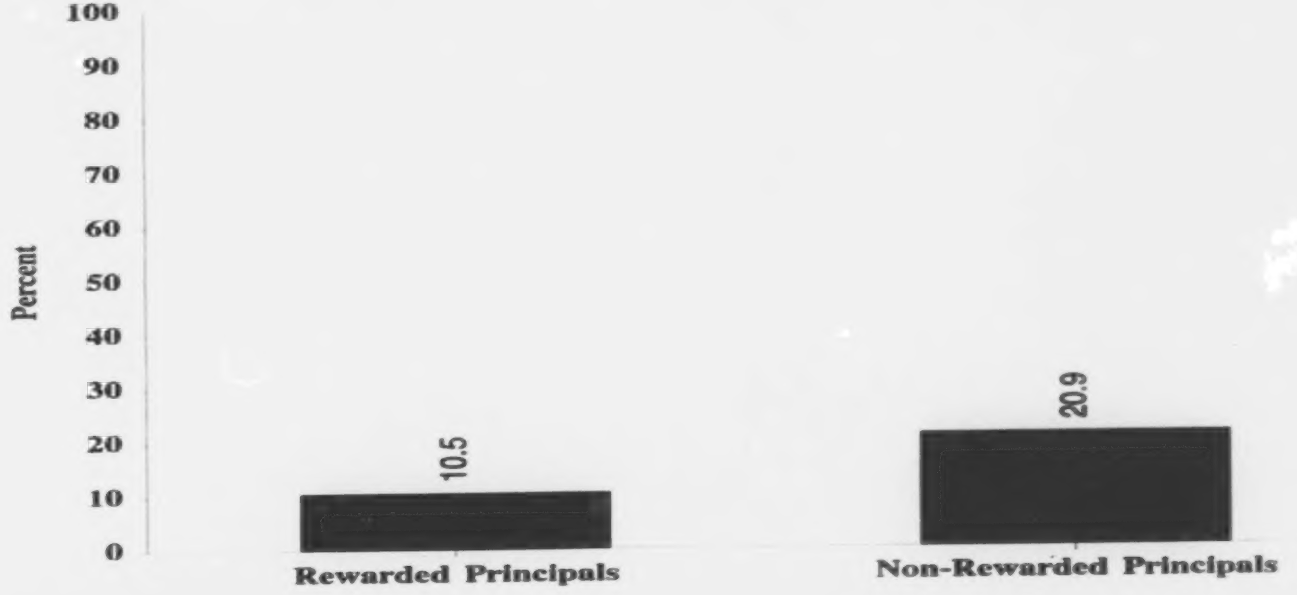
SAMPLE SIZES	
Rewarded Principals	N=77
Non-Rewarded Principals	N=137

296

GRAPH 10.1E

CASH REWARD SCHOOLS VERSUS NON-REWARD SCHOOLS PERCENT OF PRINCIPALS RATING PERSONAL STRESS LEVEL AS EXTREME

Q6D. "How would you characterize the stress level of different professional groups you have contact with on a regular basis? Would you say extreme stress seriously affecting both professional and personal lives, major stress mostly affecting the ability of people to function on their jobs, some stress but it is manageable, little or no stress?"



Base: **All principals**

SAMPLE SIZES	
Rewarded Principals	N=77
Non-Rewarded Principals	N=137

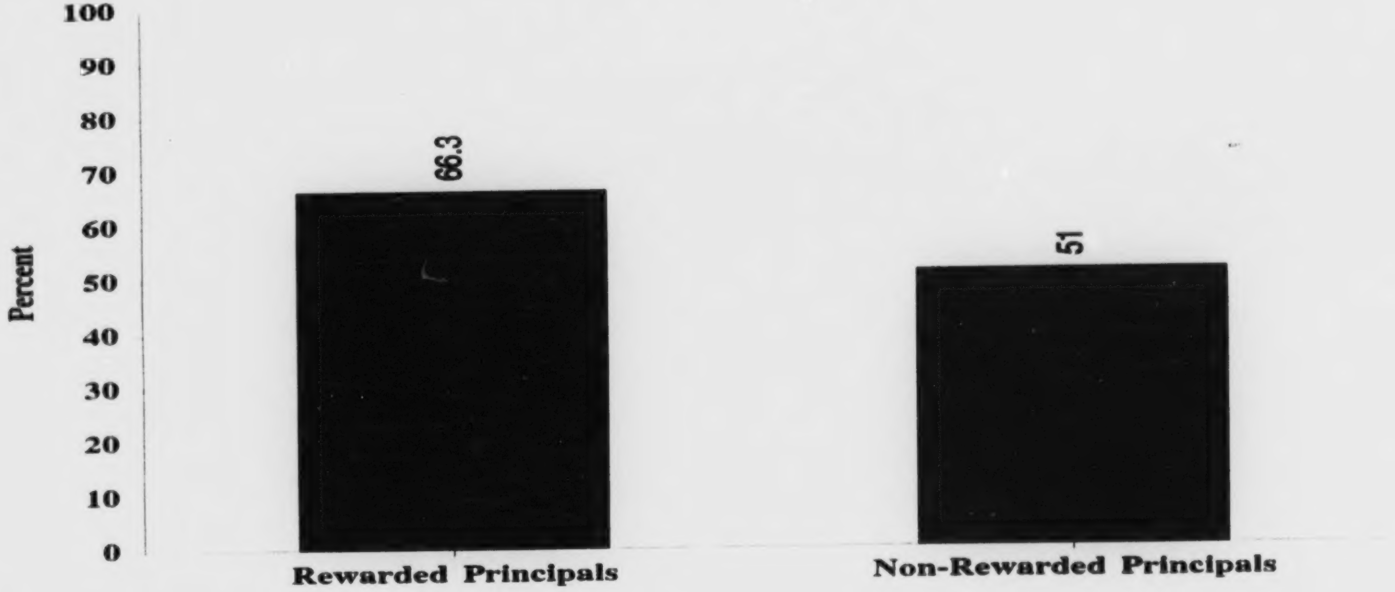
297

298

GRAPH 10.1F

CASH REWARD SCHOOLS VERSUS NON-REWARD SCHOOLS
PERCENT RATING PARENTS SUPPORT LEVEL AS VERY SUPPORTIVE

Q7C. "Over the past four years, there has been both public support and criticism of KERA. How would you characterize the level of support of the following groups? Would you say the level of support is very supportive, supportive, not supportive, or against KERA reforms?"



Base: All principals

SAMPLE SIZES

Rewarded Principals	N=77
Non-Rewarded Principals	N=137

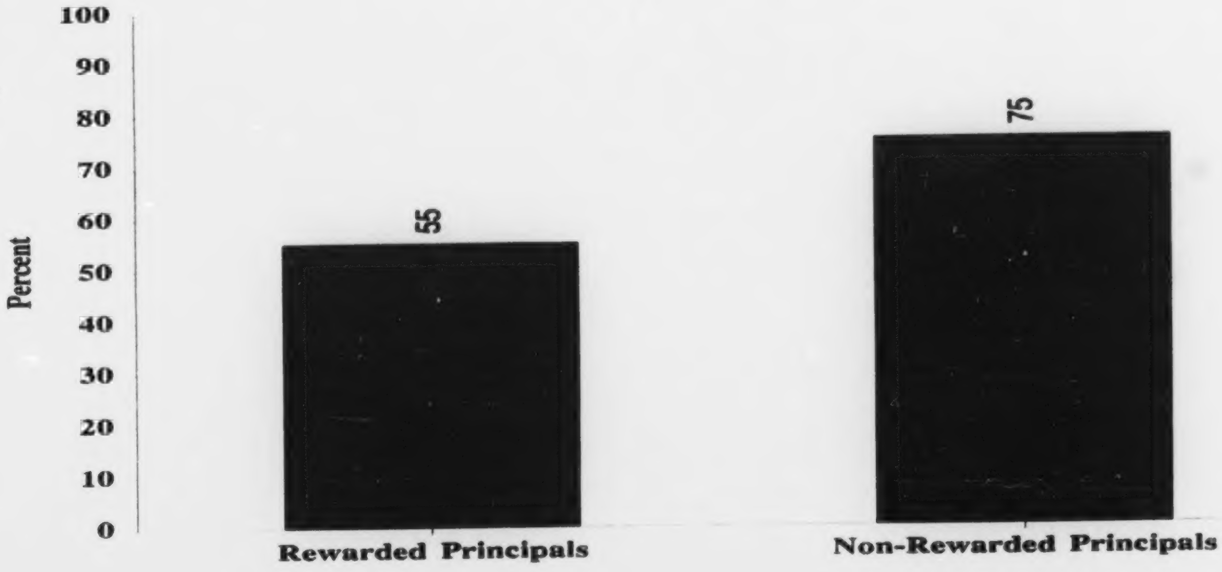
299

300

GRAPH 10.1G

CASH REWARD SCHOOLS VERSUS NON-REWARD SCHOOLS PERCENT RATING ESTABLISHING THE VALIDITY AND RELIABILITY OF KIRIS AS AN EXTREMELY HIGH PRIORITY

Q8B. "The following items are often mentioned by Kentucky school administrators, teachers, and parents as areas of concern that, if addressed, would improve teaching and learning and make KERA programs work better. To what extent do you believe each item should be a priority for attention? Would you consider this to be an extremely high priority, a very high priority, a moderately high priority, or not a priority at all."



Base: All principals

SAMPLE SIZES	
Rewarded Principals	N=77
Non-Rewarded Principals	N=137

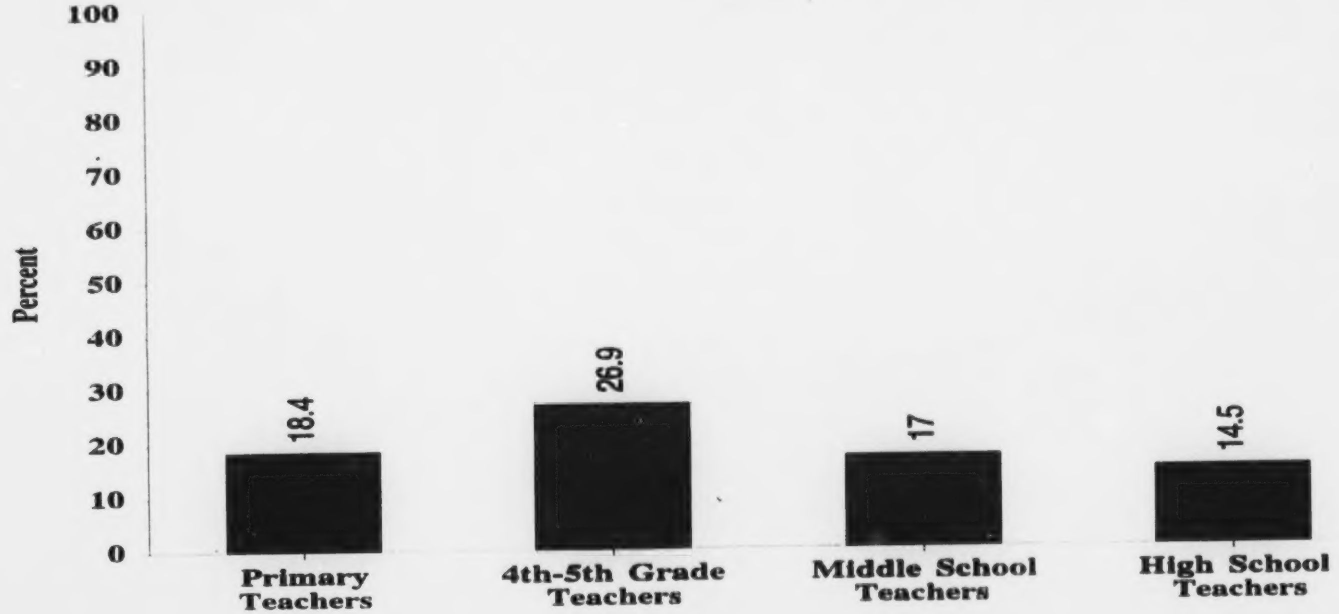
301

302

GRAPH 10.2A

DIFFERENCES ACROSS TEACHING LEVELS PERCENT RATING THE CHANGE IN SCHOOLS AS WORSE

Q1. "Thinking back over the past five years, would you say that the local schools in your district have changed for better, changed for worse, or not changed much?"



Base: All teachers

SAMPLE SIZES			
Primary Teachers	N=200	Middle School Teachers	N=109
4th-5th Grade Teachers	N=138	High School Teachers	N=162

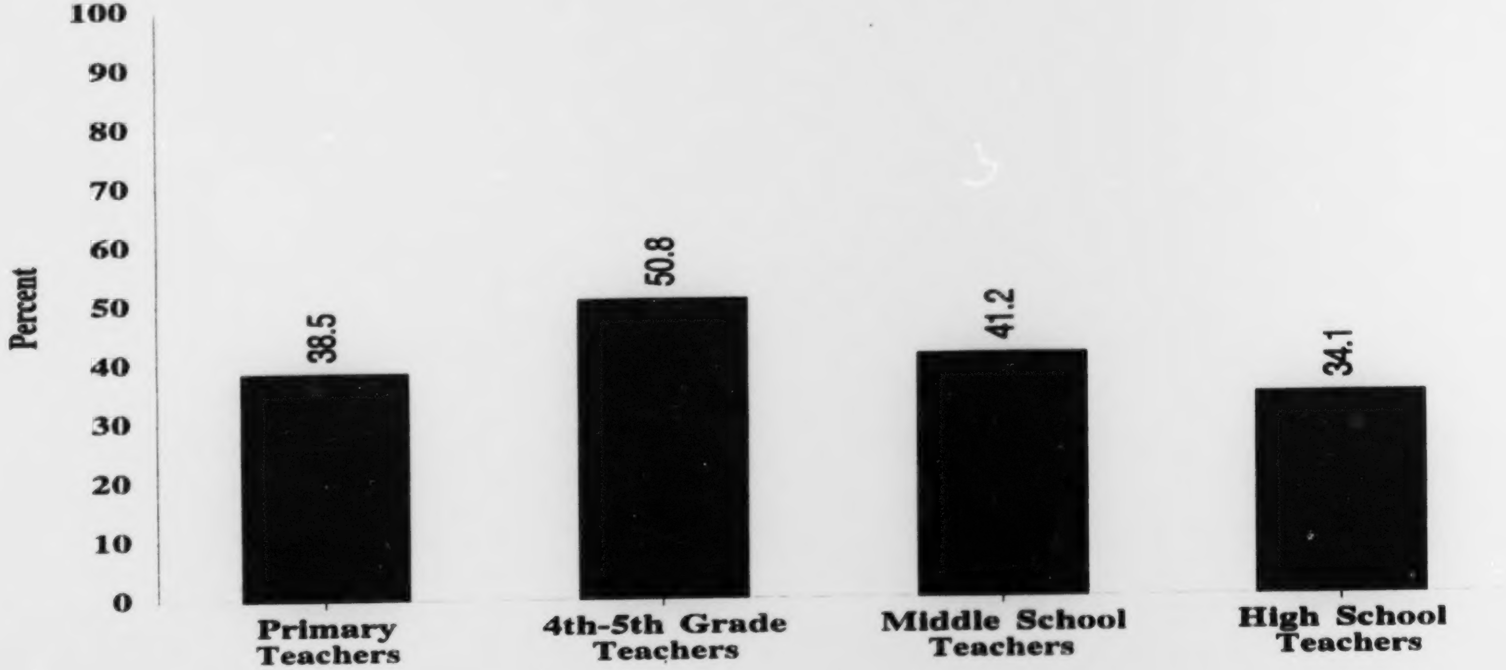
304

303

GRAPH 10.2B

DIFFERENCES ACROSS TEACHING LEVELS
PERCENT WANTING TO RETURN THE SCHOOLS TO THE WAY THEY WERE BEFORE KERA

Q2. "If you could return schools to 1989 and as they were before KERA, would you do so?"



Base: All teachers

SAMPLE SIZES			
Primary Teachers	N=200	Middle School Teachers	N=109
4th-5th Grade Teachers	N=138	High School Teachers	N=162

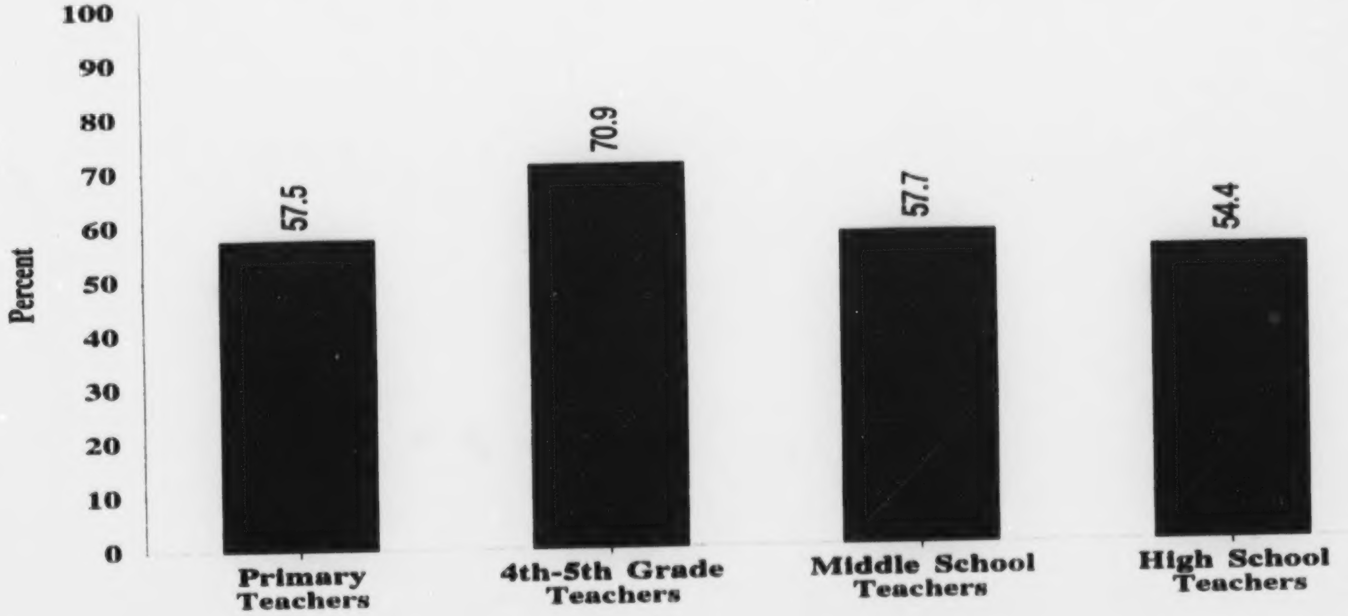
305

306

GRAPH 10.2C

DIFFERENCES ACROSS TEACHING LEVELS
PERCENT RATING KIRIS AS WORKING POORLY

Q4A. "Indicate your opinion on whether each program is working well or working poorly in your local school system. Would you say this program is working well or working poorly? Would that be working very or moderately (well/poorly)?"



Base: All teachers

SAMPLE SIZES

Primary Teachers	N=200	Middle School Teachers	N=109
4th-5th Grade Teachers	N=138	High School Teachers	N=162

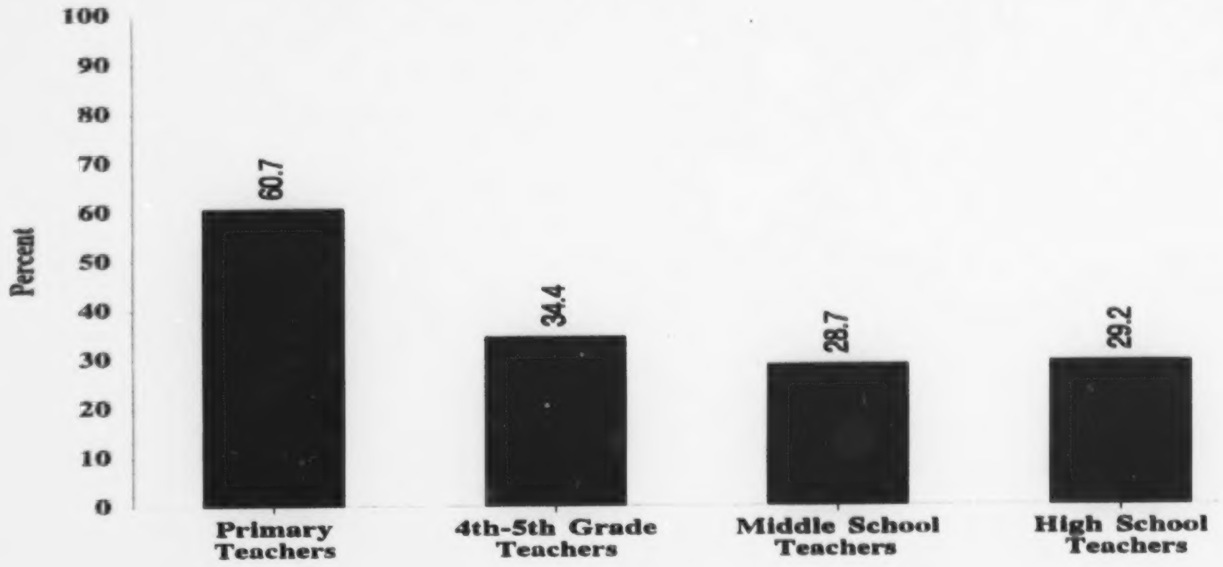
308

307

GRAPH 10.2D

DIFFERENCES ACROSS TEACHING LEVELS
PERCENT RATING PRIMARY PROGRAM AS WORKING WELL

Q4D. "Indicate your opinion on whether each program is working well or working poorly in your local school system. Would you say this program is working well or working poorly? Would that be working very or moderately (well/poorly)?"



Base: All teachers

SAMPLE SIZES			
Primary Teachers	N=200	Middle School Teachers	N=109
4th-5th Grade Teachers	N=138	High School Teachers	N=162

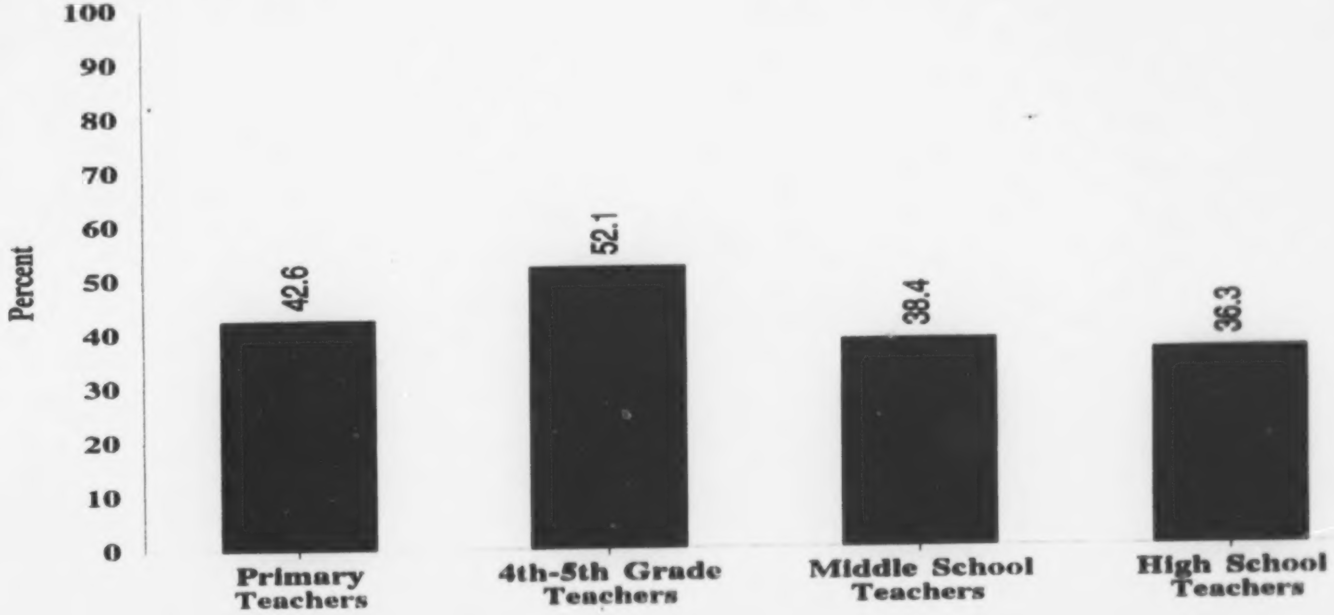
309

310

GRAPH 10.2E

DIFFERENCES ACROSS TEACHING LEVELS
PERCENT RATING THE STRESS LEVELS OF TEACHERS AS EXTREME

Q6A. "How would you characterize the stress level of different professional groups you have contact with on a regular basis? Would you say extreme stress seriously affecting both professional and personal lives, major stress mostly affecting the ability of people to function on their jobs, some stress but it is manageable, little or no stress?"



Base: All teachers

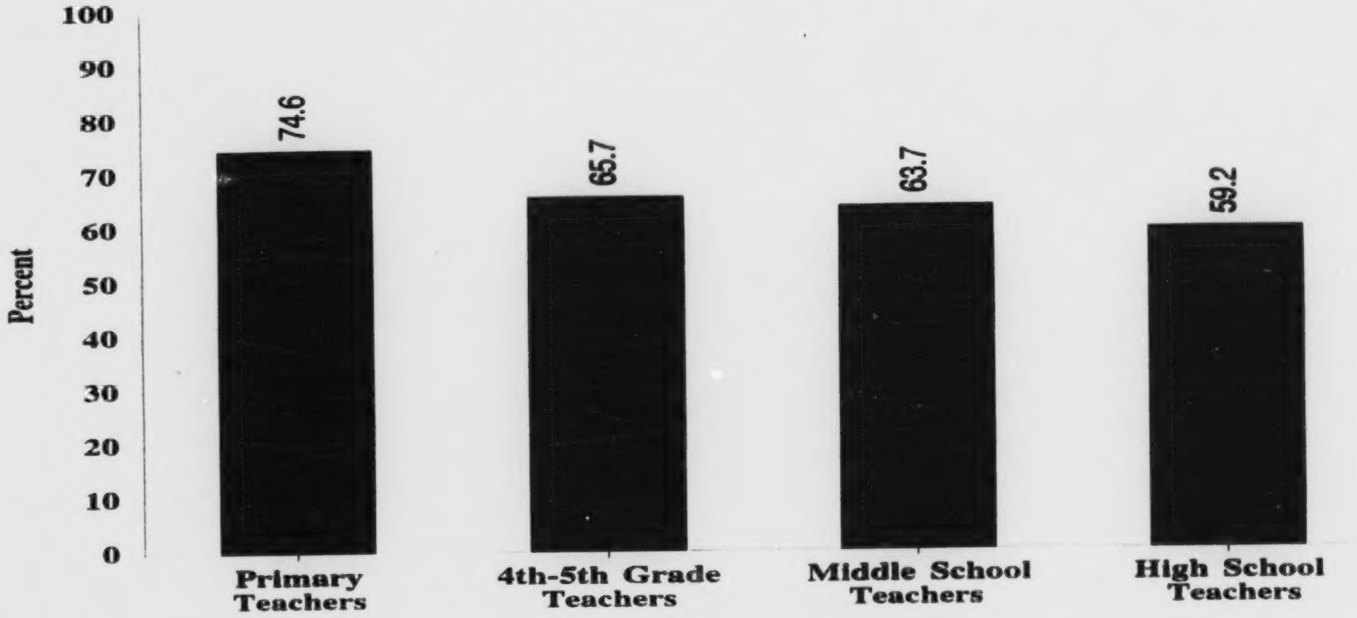
SAMPLE SIZES			
Primary Teachers	N=200	Middle School Teachers	N=109
4th-5th Grade Teachers	N=138	High School Teachers	N=162

311 312

GRAPH 10.2F

DIFFERENCES ACROSS TEACHING LEVELS
PERCENT RATING TEACHERS SUPPORT LEVELS OF KERA AS SUPPORTIVE

Q7A. "Would you say the level of support is very supportive, supportive, not supportive, or against KERA reforms?"



Base: All teachers

SAMPLE SIZES			
Primary Teachers	N=200	Middle School Teachers	N=109
4th-5th Grade Teachers	N=138	High School Teachers	N=162

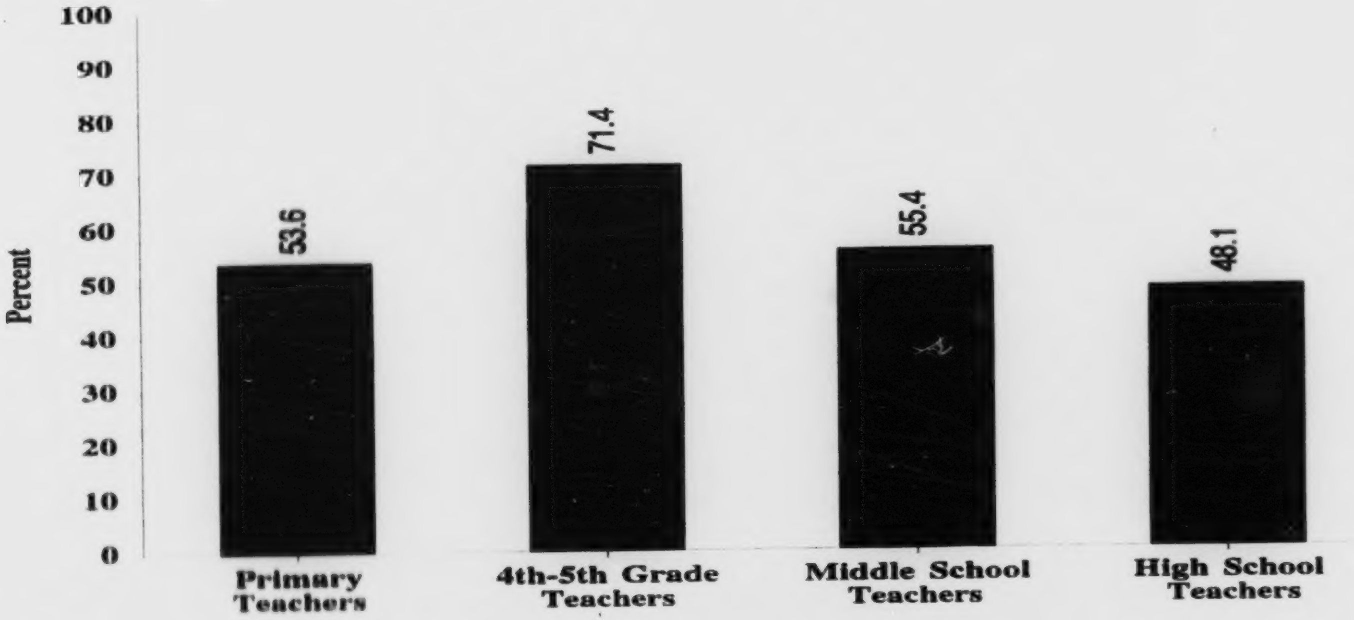
313

314

GRAPH 10.2G

DIFFERENCES ACROSS TEACHING LEVELS
PERCENT RATING PROVIDING TEACHERS MORE TIME AS AN EXTREMELY HIGH PRIORITY

Q8I. "The following items are often mentioned by Kentucky school administrators, teachers, and parents as areas of concern that, if addressed, would improve teaching and learning and make KERA programs work better. To what extent do you believe each item should be a priority for attention? Would you consider this to be an extremely high priority, a very high priority, a moderately high priority, or not a priority at all."



Base: All teachers

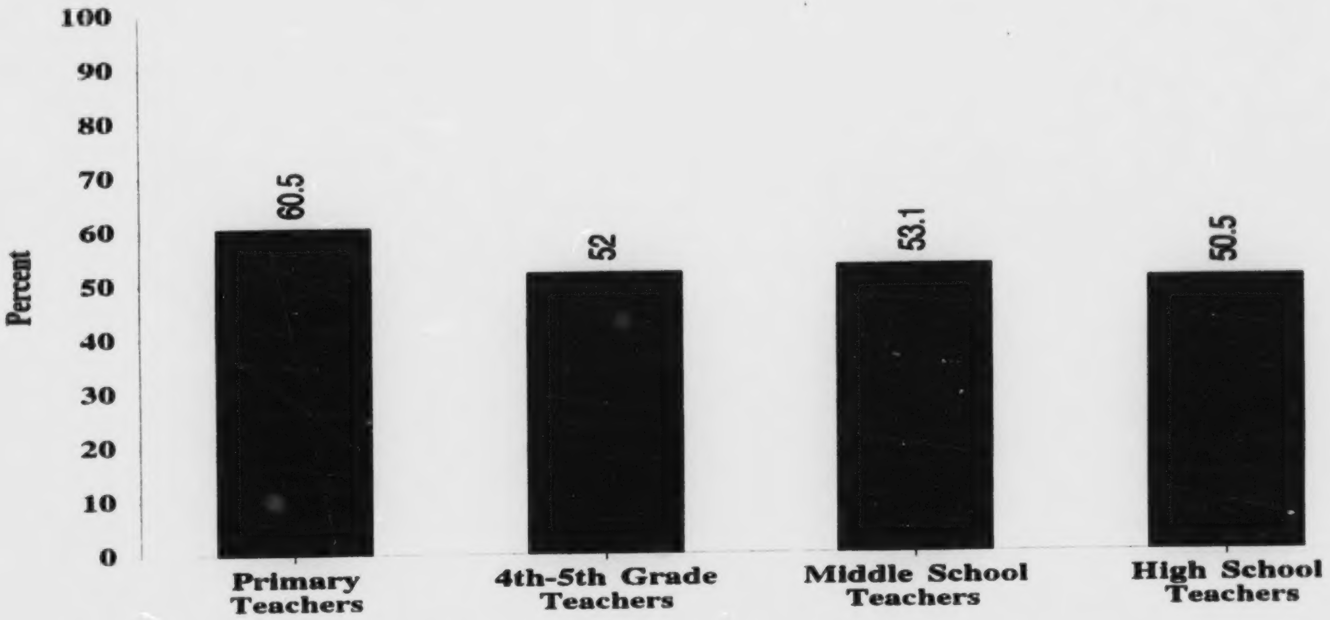
SAMPLE SIZES

Primary Teachers	N=200	Middle School Teachers	N=109
4th-5th Grade Teachers	N=138	High School Teachers	N=162

GRAPH 10.2H

DIFFERENCES ACROSS TEACHING LEVELS
PERCENT AGREEING WITH ALL CHILDREN CAN LEARN, AND MOST AT A HIGH LEVEL

Q9A. "The following are statements of belief held by the designers of KERA that undergird education reform programs and practices. Would you say you agree or disagree with that statement? Would that be moderately or strongly agree/disagree?"



Base: All teachers

SAMPLE SIZES

Primary Teachers	N=200	Middle School Teachers	N=109
4th-5th Grade Teachers	N=138	High School Teachers	N=162

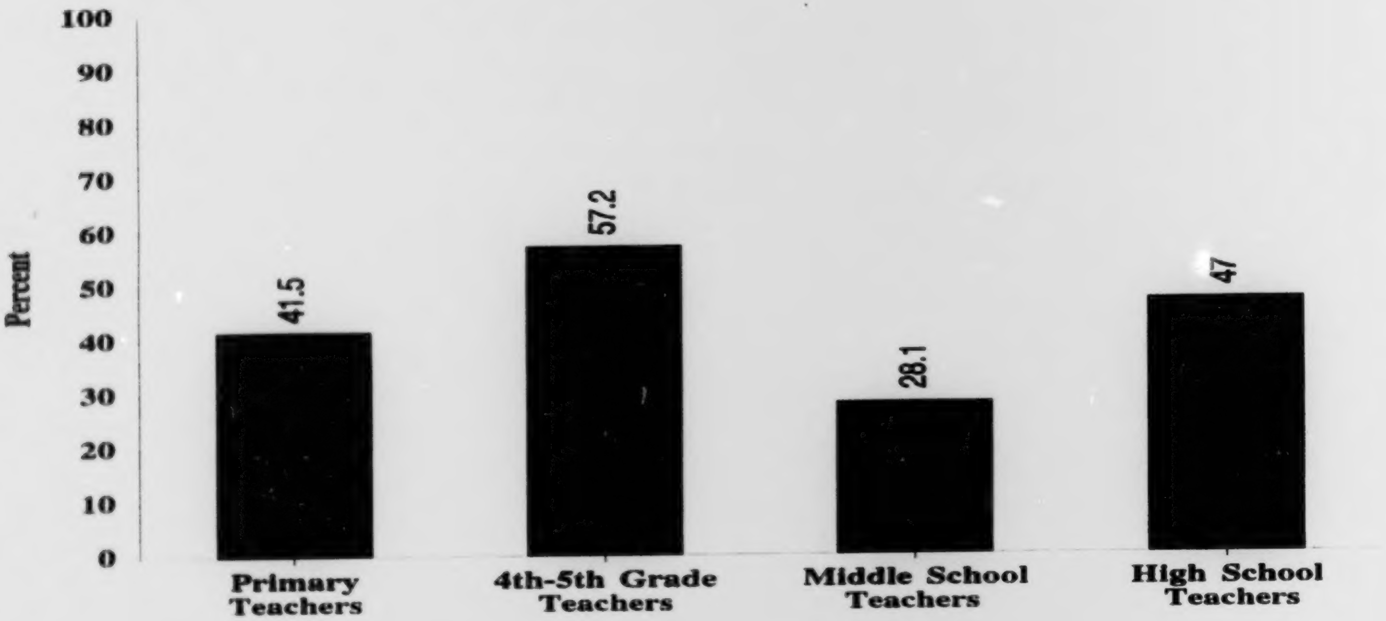
318

317

GRAPH 10.21

DIFFERENCES ACROSS TEACHING LEVELS
PERCENT RATING KERA MAKING LEARNING FUN AS ONLY SOMEWHAT TRUE

Q10A. "The following are statements about school reform that have been made by school administrators, teachers, and parents. What are your feelings about these statements? Would you say that statement is very true, somewhat true, or not true at all?"



Base: All teachers

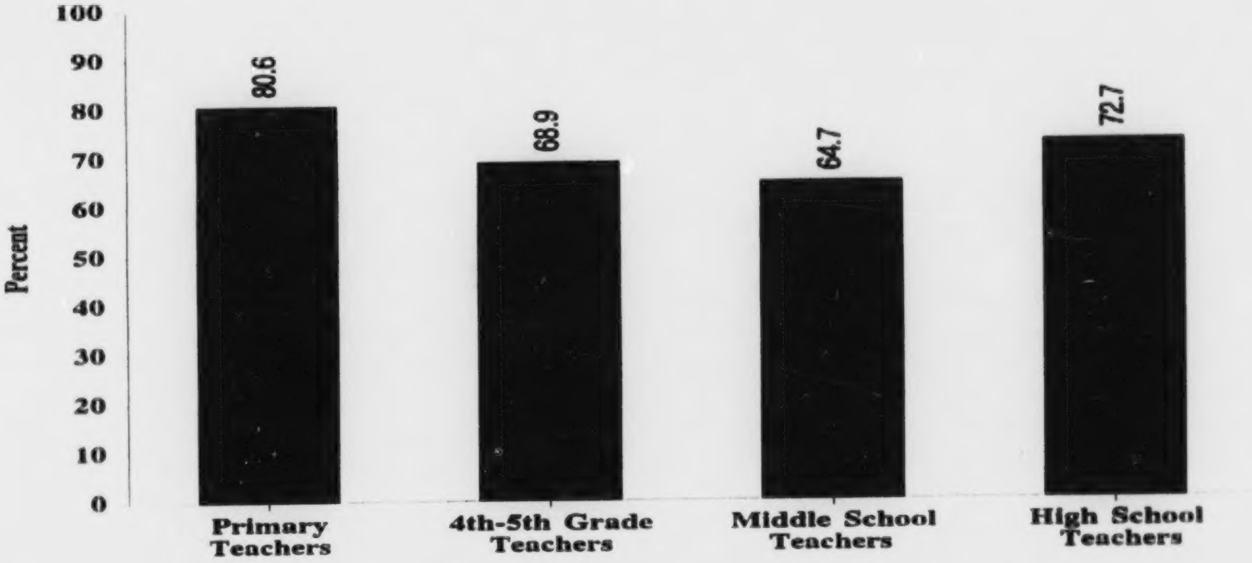
SAMPLE SIZES

Primary Teachers	N=200	Middle School Teachers	N=109
4th-5th Grade Teachers	N=138	High School Teachers	N=162

GRAPH 10.2J

DIFFERENCES ACROSS TEACHING LEVELS
PERCENT WANTING TO CONTINUE THE PORTFOLIO AND TO REPORT SCORES

Q15B. "Based on a recent study, the Legislative Oversight Committee at the Office of Education Accountability has recommended that the Department of Education take the time to make appropriate and wise adjustments to the assessment and accountability system. As I read each of the following statements, tell me if you agree or disagree with that statement for the statewide testing system in the 1995-96 school year. Would you say that you strongly agree, agree, disagree or strongly disagree with that statement?"



Base: All teachers

SAMPLE SIZES

Primary Teachers	N=200	Middle School Teachers	N=109
4th-5th Grade Teachers	N=138	High School Teachers	N=162

OBJECTIVE 11.0

DEMOGRAPHIC PROFILES

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OBJECTIVE 11.0
DEMOGRAPHIC PROFILES

DEMOGRAPHIC PROFILE OF EDUCATORS

- The average educator had between 15 to 23 years of elementary/secondary education experience.
- All major grade levels, salary ranks and subject areas were properly represented in our professional samples.
- The ethnic mix was within standard sampling error for all professional target groups.

DEMOGRAPHIC PROFILE OF PARENTS AND THE GENERAL PUBLIC

- The typical public school parent was younger than the average educator and general public school respondent (40 years old vs. 45 for general public and 47 for educators.)
- Just under 1 in 10 parents and just over 1 in 20 general public respondents were African Americans.
- Only about 1% of the public school parents and general public respondents were of Hispanic origin or descent.
- The average household income of public school parents was $37,020, which was higher than the $34,790 reported by the general public.

TABLE 11.1
DEMOGRAPHIC PROFILE OF EDUCATORS

	Principals (N=214)	Teachers (N=609)
Years of Experience		
Elementary or Secondary Education		
1 - 15 Years	15.9%	51.2%
16 - 25 Years	46.0	34.7
26 or more Years	38.1	14.1
Don't Know/Refused	-.-	-.-
TOTAL	100.0%	100.0%
AVERAGE NUMBER OF YEARS	22.8	15.2
Teaching Level		
Elementary	58.3%	56.0%
Middle School	25.4	27.0
High School	16.3	17.0
TOTAL	100.0%	100.0%

(TABLE CONTINUED)

(TABLE 11.1 CONTINUED)

	Principals (N=214)	Teachers (N=609)
Subjects Teaching		
Science	24.9%	45.2%
Social Studies	27.5	45.2
Math	28.3	51.8
Performing Arts & Humanities	4.9	27.0
Practical Living	3.1	22.8
Language Arts	22.2	37.7
Vocational Education	2.6	7.3
Elementary Education	2.4	1.9
Health/Physical Education	7.9	1.1
TOTAL	100.0%	100.0%

Note: Percentages will exceed 100% due to multiple fields of study. Only majors for 5% or more of the respondents are shown.

	Principals (N=214)	Teachers (N=609)
Current Job Level		
Above Rank 1	33.6%	12.8%
Rank 1	64.9	23.6
Rank 2	1.5	47.1
Rank 3	-.-	14.4
Other	-.-	2.2
TOTAL	100.0%	100.0%

Base: All Respondents.
Note: Due to rounding, total percentages in this table may not equal 100%

TABLE 11.2
DEMOGRAPHIC PROFILE
(All Respondents)

	Principals (N=214)	Teachers (N=609)	School Council Parents (N=100)	Public School Parents (N=451)	General Public (N=859)
Age					
18 - 24	-.-%	1.8%	-.-%	2.9%	12.0%
25 - 34	2.2	18.0	19.4	29.2	21.5
35 - 49	64.5	60.2	75.7	56.7	31.7
50 - 64	32.8	18.8	4.0	8.2	17.1
65 or Older	-.-	1.1	.9	2.8	17.3
Refused	.5	.1	-.-	.2	.4
TOTAL	100.0%	100.0%	100.0%	100.0%	100.0%
Average Age	46.7	42.5	40.5	39.8	44.6
Ethnicity					
White	96.4%	95.2%	89.6%	89.0%	92.7%
Black/African American	2.9	3.5	9.3	9.0	5.3
Native American	-.-	-.-	-.-	.4	.8
Other	.4	.8	1.1	.7	.2
Don't Know/Refused	.4	.5	-.-	.9	.9
TOTAL	100.0%	100.0%	100.0%	100.0%	100.0%
Hispanic	-.-	.8	1.0	.7	1.2

Base: All Respondents.
Note: Due to rounding, total percentages in this table may not equal 100%

TABLE 11.3
DEMOGRAPHIC PROFILE
(General Public Only)

	Random Sample Public School Parents (N=451)	Random Sample General Public (N=859)
Grade Level of Children Enrolled in Public Schools		
Public Elementary School	58.3%	19.3%
Public Middle or Junior High School	35.0	11.5
Public High School	44.7	14.7

NOTE: Totals will exceed 100% due to having children in more than one school level. In the General Public category sample may not exceed 100% because many have no children in Public Schools.

	Random Sample Public School Parents (N=451)	Random Sample General Public (N=859)
Income		
Under $15,000	16.0%	16.8%
$15,000 to under $25,000	20.2	21.2
$25,000 to under $40,000	21.7	20.1
$40,000 to under $50,000	13.8	10.9
$50,000 to under $75,000	15.0	11.2
$75,000 or more	6.1	5.3
Refused	7.2	14.4
TOTAL	100.0%	100.0%
Average Income	$37,020	$34,790

Base: All Respondents.
Note: Due to rounding, total percentages in this table may not equal 100%

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TABLE 11.4
DEMOGRAPHIC PROFILE

	Public School Parents (N=451)	General Public (N=859)
Education Attained		
None thru Grade 4	.6%	.8%
Grades 5 thru 8	5.6	9.5
Some High School	11.4	11.5
High School Graduate	42.3	34.7
Technical School	4.4	3.6
Some College	16.2	19.0
College Graduate	17.2	21.0
AVERAGE (YEARS)	12.7	12.9

Base: Public School Parents and General Public respondents.
Note: Due to rounding, total percentages in this table may not equal 100%

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APPENDIX A

SURVEY FORMS 1A AND 1B

STATEWIDE EDUCATION
FORM 1A
TEACHERS/PRINCIPALS/SCHOOL COUNCIL MEMBERS
JOB # T189

Respondent Name____________________ RESP. ID ________________

INTERVIEWER ID ___________________

Interviewer Name___________________ Date ___________________

Time Started:_________
Time Stopped:_________ INTERVIEWING TIME:_________

Time Started:_________
Time Stopped:_________ EDIT TIME: _________

Total Time: _________

TELEPHONE NUMBER: (___) - ______ - ____________

SAMPLE ID	
Random Statewide	N/A
Principals	2
Coordinators/Supervisors	3
Teachers	4
Informed Parents	5

PRIMARY JOB FUNCTION	
Principals	1
Assessment Coordinators	2
Instructional Supervisors	3
Technology Coordinators	4
Teachers	5
Others ____________________ (Write-In)	6

PROFESSIONAL SAMPLE SCREENER

Hello, my name is __________, with Wilkerson & Associates, a national research firm. Today, I'm not selling anything, we are simply conducting a survey among professional educators and citizens of Kentucky who are closely involved with their local schools. The survey deals with issues of interest to those involved in educating the children of Kentucky. **(IF ASKED, THE SURVEY IS BEING DONE FOR THE KENTUCKY INSTITUTE FOR EDUCATION RESEARCH, KIER, AN INDEPENDENT AGENCY.)**

INTERVIEWER NOTE: IF SAMPLE ID IS PRINCIPAL ("2"), COORDINATORS/SUPERVISORS ("3"), TEACHERS ("4"), AND INFORMED PARENTS ("5"), ASK FOR THE NAMED PERSON AND CONTINUE WITH SCREENER

A. In what Kentucky county is the school system where you work, or serve as a school council member, located?

Adair	001
Allen	002
Anderson	003
Ballard	004
Barren	005
Bath	006
Bell	007
Boone	008
Bourbon	009
Boyd	010
Boyle	011
Bracken	012
Breathitt	013
Breckinridge	014
Bullitt	015
Butler	016
Caldwell	017
Calloway	018
Campbell	019
Carlisle	020
Carroll	021
Carter	022
Casey	023
Christian	024
Clark	025
Clay	026
Clinton	027
Crittenden	028
Cumberland	029

Daviess	030
Edmonson	031
Elliott	032
Estill	033
Fayette	034
Fleming	035
Floyd	036
Franklin	037
Fulton	038
Gallatin	039
Garrard	040
Grant	041
Graves	042
Grayson	043
Green	044
Greenup	045
Hancock	046
Hardin	047
Harlan	048
Harrison	049
Hart	050
Henderson	051
Henry	052
Hickman	053
Hopkins	054
Jackson	055
Jefferson	056
Jessamine	057
Johnson	058
Kenton	059
Knott	060
Knox	061
Larue	062
Laurel	063
Lawrence	064
Lee	065
Leslie	066
Letcher	067
Lewis	068
Lincoln	069
Livingston	070
Logan	071
Lyon	072
McCracken	073
McCreary	074
McLean	075
Madison	076
Magoffin	077
Marion	078
Marshall	079
Martin	080
Mason	081
Meade	082
Menifee	083
Mercer	084
Metcalfe	085
Monroe	086
Montgomery	087
Morgan	088
Muhlenberg	089
Nelson	090
Nicholas	091
Ohio	092
Oldham	093
Owen	094
Owsley	095
Pendleton	096
Perry	097
Pike	098
Powell	099
Pulaski	100

Robertson	101
Rockcastle	102
Rowan	103
Russell	104
Scott	105
Shelby	106
Simpson	107
Spencer	108
Taylor	109
Todd	110
Trigg	111
Trimble	112
Union	113
Warren	114
Washington	115
Wayne	116
Webster	117
Whitley	118
Wolfe	119
Woodford	120

B. Do you or does anyone in your household work for: (READ LIST)

TERMINATE AND TALLY →
- An advertising agency
- A market research firm
- A public relations firm
- A TV or radio station
- A newspaper
- Or any other media company

MAIN QUESTIONNAIRE

1. Thinking back over the past five years, would you say that the local schools in your district have:

A.	Changed for better	1
B.	Changed for worse	2
C.	Not changed much	3
D.	Undecided (Vol.) . .	9

2. If you could return schools to 1989 and as they were before KERA, would you do so?

A.	Yes	1
B.	No	2

3. I am going to read to you several statements that are ways to measure whether students are learning, and schools are improving. Please indicate your opinion on how reliable or unreliable you believe each one would be in determining how well students are leaning, how much schools are improving.

The first statement is **(READ FIRST STATEMENT--FOLLOW ROTATION)**. Would you say that **(REPEAT STATEMENT)** is a reliable or unreliable measure of how students are learning, how much schools are improving? Would that be very or moderately reliable/unreliable? What about **(READ NEXT STATEMENT--REPEAT CHOICES IF NECESSARY--REPEAT UNTIL ALL STATEMENTS ARE READ AND RATED)**?

	Measure of Student Learning School Improvement	Very Reliable	Moderately Reliable	Undecided (Unsure)	Moderately Unreliable	Very Reliable
A.	Student performance on the state's new testing program (KIRIS)	5	4	3	2	1
B.	The percentage of students who finish high school	5	4	3	2	1
C.	Student scores on standardized tests in mathematics, science, social studies, and reading given to students across the country	5	4	3	2	1

4. Next, I am going to read to you several key programs introduced by KERA. Indicate your opinion on whether each is working well or working poorly in your local school system. The first program is **(READ PROGRAM--FOLLOW ROTATION)**. Would you say this program is working well or working poorly? Would that be working very or moderately (WELL/POORLY)? The next program is **(READ NEXT PROGRAM--REPEAT CHOICES AS NECESSARY--READ UNTIL ALL PROGRAMS ARE READ AND RATED)**.

	Program	Working Very Well	Working Moderately Well	Undecided (Unsure)	Working Moderately Poorly	Working Very Poorly
A.	Kentucky's new statewide testing program in grades 4, 8, and 11	5	4	3	2	1
B.	New curriculum frameworks for instruction	5	4	3	2	1
C.	The Pre-School Program	5	4	3	2	1
D.	The Ungraded Primary Program in grades K to 3	5	4	3	2	1
E.	School-Based Decision Making	5	4	3	2	1
F.	Educational Technology	5	4	3	2	1
G.	Professional Development and Training for Teachers, Administrators, Parents, and Others	5	4	3	2	1
H.	Extended School Services	5	4	3	2	1
I.	Family Resource and Youth Service Centers	5	4	3	2	1
J.	The state formula for equalizing financing for schools across the state	5	4	3	2	1

BEST COPY AVAILABLE

5. In the last question you judged the following program(s) to be working poorly or moderately poorly ____________________. What factors would you say are the greatest reasons why the program is working poorly? **(READ FOR EACH FACTOR RATED A 2 OR 1 IN Q4)**

a. The specifics of the program are not understood by teachers and parents	1
b. Quality training and technical assistance are lacking	2
c. The program is poorly designed	3
d. Time for development and planning is lacking	4
e. Other: ______________________________ **(WRITE IN)**	5

6. School personnel across the state report a lot of stress due to the extra work and the demands of KERA. How would you characterize the stress level of different professional groups you have contact with on a regular basis? What about...**(READ FIRST FACTOR--FOLLOW ROTATION)**? Would you say extreme stress seriously affecting both professional and personal lives, major stress mostly affecting the ability of people to function on their Jobs, some stress but it is manageable, little or no stress when you consider **(READ STATEMENT)**? What about **(READ NEXT FACTOR--REPEAT CHOICES IF NECESSARY--REPEAT UNTIL ALL FACTORS ARE READ AND RATED)**.

	Groups	Extreme Stress Seriously Affecting Both Professional and Personal Lives	Major Stress Mostly Affecting the Ability of People to Function on Their Jobs	Some Stress But It is Manageable	Little or No Stress	Don't Know
A.	The stress level of teachers	4	3	2	1	9
B.	The stress level of school administrators	4	3	2	1	9
C.	The stress level of students	4	3	2	1	9
D.	Your own personal level of stress	4	3	2	1	9

7. Over the past four years, there has been both public support and criticism of KERA. How would you characterize the level of support of the following groups? The first statement is **(READ FIRST STATEMENT--FOLLOW ROTATION -- ALWAYS ASK E LAST)**. Would you say the level of support is very supportive, supportive, not supportive, or against KERA reforms? What about **(READ NEXT STATEMENT--REPEAT CHOICES IF NECESSARY--REPEAT UNTIL ALL FACTORS ARE READ AND RATED)**?

	Groups	Very Supportive	Supportive	Neutral	Not Supportive	Against KERA Reforms
A.	The support level of teachers in your school	5	4	3	2	1
B.	The support level of administrators at your school	5	4	3	2	1
C.	The support level of parents	5	4	3	2	1

8. The following items are often mentioned by Kentucky school administrators, teachers, and parents as areas of concern that, if addressed, would improve teaching and learning and make KERA programs work better. To what extent do you believe each item should be a priority for attention? Your choices are, extremely high priority, very high priority, moderately high priority, not at all important. The first item is **(READ FIRST ITEM--FOLLOW ROTATION)**. Would you consider this to be an extremely high priority, a very high priority, a moderately high priority, or not a priority at all. What about **(READ NEXT STATEMENT--REPEAT CHOICES IF NECESSARY--REPEAT UNTIL ALL STATEMENTS ARE READ AND RATED)**.

	Areas of Concern	Extremely High Priority	Very High Priority	Moderately High Priority	Undecided (Unsure)	Not at all Important
A.	Helping teachers understand what students should know and be able to do at different grade levels	5	4	3	2	1
B.	Establishing the validity and reliability of KIRIS	5	4	3	2	1
C.	Helping schools align their curriculum with the Academic Expectations	5	4	3	2	1
D.	Providing test information back to schools on how to improve student performance	5	4	3	2	1
E.	Reducing the threat of sanctions for teachers	5	4	3	2	1
F.	Improving communications and distribution of information at the local district level	5	4	3	2	1

9. The following are statements of belief held by the designers of KERA that undergird education reform programs and practices. For each of the items, please indicate to what extent you agree/disagree with each statement. The first statement is **(READ FIRST STATEMENT--FOLLOW ROTATION)**. Would you say you agree or disagree with that statement? Would that be moderately or strongly agree/disagree? What about **(READ NEXT STATEMENT--REPEAT UNTIL ALL STATEMENTS ARE READ AND RATED)**.

	Belief Statements	Strongly Agree	Agree	Undecided (Unsure)	Disagree	Strongly Disagree
A.	All children can learn, and most at a high level.	5	4	3	2	1
B.	We should set high standards of achievement for all children.	5	4	3	2	1
C.	More learning resources should be focused on students who are not learning to their ability or are falling behind.	5	4	3	2	1
D.	Decisions affecting instruction should be made at the local school level.	5	4	3	2	1
E.	In the primary schools, students should not be labeled as belonging to a specific grade level.	5	4	3	2	1
F.	It is not enough to require that students show their knowledge of facts--they must also demonstrate that they can apply what they know in real life situations.	5	4	3	2	1

10. The following are statements about school reform that have been made by school administrators, teachers, and parents. What are your feelings about these statements? The first statement is **(READ STATEMENT--FOLLOW ROTATION)**. Would you say that statement is very true, somewhat true, or not true at all? The next statement is **(READ NEXT STATEMENT--REPEAT UNTIL ALL STATEMENTS ARE READ AND RATED)**.

	Statements	Very True	Somewhat True	Undecided (Unsure)	Not True
A.	The new learning goals and strategies introduced in KERA have made learning fun for a lot more children.	4	3	2	1
B.	Teachers, school administrators, and parents often feel too intimidated by colleagues or superiors to speak their true feelings about KERA	4	3	2	1
C.	The heavy emphasis on communication and thinking processes in KERA short changes students on content they need to be successful in life.	4	3	2	1
D.	The performance assessments in KIRIS have changed the way teachers are teaching and students are learning.	4	3	2	1

11. Kentucky's Learning Goals and Academic Expectations define the learning targets for students and what is to be tested in KIRIS. Now I will read to you a series of statements about the Academic Expectations. Please tell me your level of agreement/disagreement with each. The first statement is **(READ FIRST STATEMENT -- FOLLOW ROTATION)**. Would you say you agree or disagree with that statement? Would that be strongly or moderately (agree/disagree)? **(REPEAT UNTIL ALL STATEMENTS ARE READ AND RATED)**

	Statements	Strongly Agree	Agree	Neither Agree nor Disagree (Vol.)	Disagree	Strongly Disagree	DK/ Refused
A.	The Academic Expectations are clear to most teachers and administrators.	5	4	3	2	1	9
B.	The Academic Expectations Need to be better defined, expanded and clarified.	5	4	3	2	1	9
C.	The Academic Expectations need to be substantially revised.	5	4	3	2	1	9
D.	The Academic Expectations need to be discarded and replaced with a new set of learning targets.	5	4	3	2	1	9

12. KIRIS contains open-ended questions, performance events and portfolios as assessment measures. Now I will read to you a series of statements about different kinds of assessment that should be included in KIRIS. Please tell me your level of agreement/disagreement with each. The first statement is **(READ FIRST STATEMENT -- FOLLOW ROTATION)**. Would you say you agree or disagree with that statement? Would that be strongly or moderately (agree/disagree)? **(REPEAT UNTIL ALL STATEMENTS ARE READ AND RATED)**

	Statements	Strongly Agree	Agree	Neither Agree nor Disagree (Vol.)	Disagree	Strongly Disagree	DK/ Refused
A.	KIRIS assessments would be more valid and reliable if they included multiple choice items.	5	4	3	2	1	9
B.	KIRIS should continue to include a variety of performance assessments such as writing assignments, open-ended questions, and on-demand performance tasks.	5	4	3	2	1	9
C.	KIRIS tests should be replaced by nationally-normed, commercial tests like the Comprehensive Test of Basic Skills or the California Achievement Test.	5	4	3	2	1	9
D.	Total school performance and individual student performance should be measured by different tests.	5	4	3	2	1	9

13. Now I will read to you a series of statements about accountability for student learning. Please indicate your level of agreement/disagreement with each. The first statement is **(READ FIRST STATEMENT--FOLLOW ROTATION)**. Would you say that you strongly agree, agree, disagree or strongly disagree with that statement? The next statement is **(READ NEXT STATEMENT--REPEAT UNTIL ALL STATEMENTS ARE READ AND RATED)**.

	Accountability	Strongly Agree	Agree	Neither Agree nor Disagree (Vol.)	Disagree	Strongly Disagree	DK/ Refused
A.	Both rewards and sanctions are essential to hold teachers and schools accountable for student learning.	5	4	3	2	1	9
B.	School rewards for high performance but no sanctions for low performance would motivate teachers to do their best and improve learning.	5	4	3	2	1	9
C.	Public disclosure of school scores without rewards or sanctions would motivate teachers to do their best and improve learning.	5	4	3	2	1	9
D.	The school accountability index should include measures of the schools instructional practices as well as test scores.	5	4	3	2	1	9
E.	Assigning a Distinguished Educator to a "school in decline" is an effective strategy for helping those schools to improve student performance.	5	4	3	2	1	9
F.	Holding students and parents accountable for learning should be done at the local school rather than at the state level.	5	4	3	2	1	

14. Did your school receive a cash reward this past spring for student performance?

A. Yes 1
B. No 2

If yes, would you favor standard statewide guidelines on how the money should be spent?

A. Yes 1
B. No 2

15. Based on a recent study, the Legislative Oversight Committee at the Office of Education Accountability has recommended that the Department of Education take the time to make appropriate and wise adjustments to the assessment and accountability system. As I read each of the following statements, tell me if you agree or disagree with that statement for the statewide testing system in the 1995-96 school year.

The first statement is **(READ FIRST STATEMENT -- FOLLOW ROTATION)**. Would you say that you strongly agree, agree, disagree or strongly disagree with that statement?

The next statement is **(READ NEXT STATEMENT -- REPEAT UNTIL ALL STATEMENTS ARE READ AND RATED)**

	Accountability	Strongly Agree	Agree	Neither Agree nor Disagree (Vol.)	Disagree	Strongly Disagree	DK/ Refused
A.	Continue the KIRIS testing as scheduled.	5	4	3	2	1	9
B.	Continue the portfolio and report scores, but not for rewards or sanctions.	5	4	3	2	1	9
C.	Administer a nationally-normed, standardized test, not for accountability, but to determine the achievement level of students.	5	4	3	2	1	9
D.	Administer a variety of KIRIS performance assessments, including multiple choice items, to determine which should be used in the future.	5	4	3	2	1	9
E.	Suspend all student testing until the state has redesigned the assessment system.	5	4	3	2	1	9

(ASK ONLY TO PARENTS ON SCHOOL COUNCILS -- ALL OTHERS SKIP TO Q18)

16A. To what extent do you feel you are involved in the decision making process in your school? Would you say **(READ CHOICES)**?

A. Complete involved 5
B. Intimately, but not completely 4
C. Undecided (Vol.) 3
D. Limited involvement 2
E. No, or almost no involvement 1

16B. To what degree have you experienced training and professional growth to fulfill your role as a council member? Would you say **(READ CHOICES)**

A. Completely trained 5
B. In-depth, but not completely trained 4
C. Limited training 3
D. Undecided (Vol.) 2
E. No, or almost no training 1

(ASK Q17 & Q18A/B/C ONLY TO PRINCIPALS, COORDINATORS/SUPERVISORS, AND TEACHERS -- INFORMED PARENTS SKIP TO Q19)

17. How many years of experience do you have in elementary or secondary education?

(PLEASE ENTER NUMBER OF FULL YEARS) __ __

18A. Do you primarily work in or with **(READ CHOICES)**?

A.	Primary Program K3	1
B.	Elementary School Fourth grade and above	2
C.	Middle School	3
D.	High School	4
E.	Other ________________ Write In	5

18B. What subject areas do you, or did you teach when you were in the classroom? **(READ CHOICES)**

A.	Science	1
B.	Social Studies	2
C.	Math	3
D.	Performing Arts and Humanities	4
E.	Practical Living	5
F.	Language Arts	6
G.	Vocational Education	7
H.	Or would some other description better describe your background ________________ Write In	8
I.	Refused	9

18C. Which of the following best describes your current job level **(READ CHOICES)**

A.	Above Rank I (60 hours or more above the Masters Degree)	1
B.	Rank I (30 hours or more above Masters or 60 hours above the Baccalaureate Degree)	2
C.	Rank II (Masters Degree or 30 hours above Baccalaureate Degree)	3
D.	Rank III (Baccalaureate Degree)	4
E.	Or, would some other description better fit your situation ________________ Write In	5
F.	Don't Know/Refused	6

(ASK EVERYONE)

19. And what is your age: **(RECORD ACTUAL AGE)** [ ][ ]

If age is refused read these categories:

18-24	1
25-34	2
35-49	3
50-64	4
65 or older	5
Refused	9

20. Are you, yourself, of Hispanic origin or descent, such as Mexican, Puerto Rican, Cuban, or other Spanish background?

Yes	1
No	2
Don't know	9

21. Which of the following best describes your racial heritage?

White	1
Black	2
Or, some other racial group	3

____
(Write In)

22. **CHECK WHETHER:**

White man	1
White woman	2
Black man	3
Black woman	4
Other man (SPECIFY) ______________	5
Other woman (SPECIFY) ______________	6

(ASK EVERYONE)

My office may want to verify my work. In case they do, may I have your name, zip code, and telephone number, please?

NAME ______________________________

ZIP CODE ______________________________

TELEPHONE: AREA CODE ______ PHONE NUMBER ____________

I hereby attest that this is a true and honest interview.

____
(INTERVIEWER'S SIGNATURE)

____
(DATE)

STATEWIDE EDUCATION
FORM 1B
TEACHERS/PRINCIPALS/SCHOOL COUNCIL MEMBERS
JOB # T189

Respondent Name____________________ RESP. ID ______________

INTERVIEWER ID ___________________

Interviewer Name___________________ Date ___________________

Time Started:__________
Time Stopped:__________ INTERVIEWING TIME: _ - _______

Time Started:__________
Time Stopped:__________ EDIT TIME: _________

Total Time: _________

TELEPHONE NUMBER: (___) - ______ - ____________

SAMPLE ID

Random Statewide	N/A
Principals	2
Coordinators/Supervisors	3
Teachers	4
Informed Parents	5

PRIMARY JOB FUNCTION

Principals	1
Assessment Coordinators	2
Instructional Supervisors	3
Technology Coordinators	4
Teachers	5
Others ____________________ (Write-In)	6

PROFESSIONAL SAMPLE SCREENER

Hello, my name is ___________, with Wilkerson & Associates, a national research firm. Today, I'm not selling anything, we are simply conducting a survey among professional educators and citizens of Kentucky who are closely involved with their local schools. The survey deals with issues of interest to those involved in educating the children of Kentucky. **(IF ASKED, THE SURVEY IS BEING DONE FOR THE KENTUCKY INSTITUTE FOR EDUCATION RESEARCH, KIER, AN INDEPENDENT AGENCY.)**

INTERVIEWER NOTE: IF SAMPLE ID IS PRINCIPAL ("2"), COORDINATORS/SUPERVISORS ("3"), TEACHERS ("4"), AND INFORMED PARENTS ("5"), ASK FOR THE NAMED PERSON AND CONTINUE WITH SCREENER

A. In what Kentucky county is the school system where you work, or serve as a school council member, located?

Adair	001
Allen	002
Anderson	003
Ballard	004
Barren	005
Bath	006
Bell	007
Boone	008
Bourbon	009
Boyd	010
Boyle	011
Bracken	012
Breathitt	013
Breckinridge	014
Bullitt	015
Butler	016
Caldwell	017
Calloway	018
Campbell	019
Carlisle	020
Carroll	021
Carter	022
Casey	023
Christian	024
Clark	025
Clay	026
Clinton	027
Crittenden	028
Cumberland	029

Daviess	030
Edmonson	031
Elliott	032
Estill	033
Fayette	034
Fleming	035
Floyd	036
Franklin	037
Fulton	038
Gallatin	039
Garrard	040
Grant	041
Graves	042
Grayson	043
Green	044
Greenup	045
Hancock	046
Hardin	047
Harlan	048
Harrison	049
Hart	050
Henderson	051
Henry	052
Hickman	053
Hopkins	054
Jackson	055
Jefferson	056
Jessamine	057
Johnson	058
Kenton	059
Knott	060
Knox	061
Larue	062
Laurel	063
Lawrence	064
Lee	065
Leslie	066
Letcher	067
Lewis	068
Lincoln	069
Livingston	070
Logan	071
Lyon	072
McCracken	073
McCreary	074
McLean	075
Madison	076
Magoffin	077
Marion	078
Marshall	079
Martin	080
Mason	081
Meade	082
Menifee	083
Mercer	084
Metcalfe	085
Monroe	086
Montgomery	087
Morgan	088
Muhlenberg	089
Nelson	090
Nicholas	091
Ohio	092
Oldham	093
Owen	094
Owsley	095
Pendleton	096
Perry	097
Pike	098
Powell	099
Pulaski	100

Robertson	101
Rockcastle	102
Rowan	103
Russell	104
Scott	105
Shelby	106
Simpson	107
Spencer	108
Taylor	109
Todd	110
Trigg	111
Trimble	112
Union	113
Warren	114
Washington	115
Wayne	116
Webster	117
Whitley	118
Wolfe	119
Woodford	120

B. Do you or does anyone in your household work for: **(READ LIST)**

TERMINATE AND TALLY →
- An advertising agency
- A market research firm
- A public relations firm
- A TV or radio station
- A newspaper
- Or any other media company

MAIN QUESTIONNAIRE

1. Thinking back over the past five years, would you say that the local schools in your district have:

A.	Changed for better	1
B.	Changed for worse	2
C.	Not changed much ·	3
D.	Undecided (Vol.) . .	9

2. If you could return schools to 1989 and as they were before KERA, would you do so?

A.	Yes	1
B.	No	2

3. I am going to read to you several statements that are ways to measure whether students are learning, and schools are improving. Please indicate your opinion on how reliable or unreliable you believe each one would be in determining how well students are leaning, how much schools are improving.

The first statement is **(READ FIRST STATEMENT--FOLLOW ROTATION)**. Would you say that **(REPEAT STATEMENT)** is a reliable or unreliable measure of how students are learning, how much schools are improving? Would that be very or moderately reliable/unreliable? What about **(READ NEXT STATEMENT--REPEAT CHOICES IF NECESSARY--REPEAT UNTIL ALL STATEMENTS ARE READ AND RATED)**?

	Measure of Student Learning School Improvement	Very Reliable	Moderately Reliable	Undecided (Unsure)	Moderately Unreliable	Very Reliable
D.	Scores on college entrance exams such as the ACT and SAT	5	4	3	2	1
E.	Employer reports on how well high school graduates of local school are prepared for the world of work	5	4	3	2	1
F.	Student grades or progress shown on report cards	5	4	3	2	1

4. Next, I am going to read to you several key programs introduced by KERA. Indicate your opinion on whether each is working well or working poorly in your local school system. The first program is **(READ PROGRAM--FOLLOW ROTATION)**. Would you say this program is working well or working poorly? Would that be working very or moderately (WELL/POORLY)? The next program is **(READ NEXT PROGRAM--REPEAT CHOICES AS NECESSARY--READ UNTIL ALL PROGRAMS ARE READ AND RATED)**.

	Program	Working Very Well	Working Moderately Well	Undecided (Unsure)	Working Moderately Poorly	Working Very Poorly
A.	Kentucky's new statewide testing program in grades 4, 8, and 11	5	4	3	2	1
B.	New curriculum frameworks for instruction	5	4	3	2	1
C.	The Pre-School Program	5	4	3	2	1
D.	The Ungraded Primary Program in grades K to 3	5	4	3	2	1
E.	School-Based Decision Making	5	4	3	2	1
F.	Educational Technology	5	4	3	2	1
G.	Professional Development and Training for Teachers, Administrators, Parents, and Others	5	4	3	2	1
H.	Extended School Services	5	4	3	2	1
I.	Family Resource and Youth Service Centers	5	4	3	2	1
J.	The state formula for equalizing financing for schools across the state	5	4	3	2	1

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5. In the last question you judged the following program(s) to be working poorly or moderately poorly ____________________. What factors would you say are the greatest reasons why the program is working poorly? **(READ FOR EACH FACTOR RATED A 2 OR 1 IN Q4)**

a. The specifics of the program are not understood by teachers and parents 1
b. Quality training and technical assistance are lacking 2
c. The program is poorly designed 3
d. Time for development and planning is lacking 4
e. Other:____________________________________. 5
(WRITE IN)

6. School personnel across the state report a lot of stress due to the extra work and the demands of KERA. How would you characterize the stress level of different professional groups you have contact with on a regular basis? What about...**(READ FIRST FACTOR--FOLLOW ROTATION)**? Would you say extreme stress seriously affecting both professional and personal lives, major stress mostly affecting the ability of people to function on their Jobs, some stress but it is manageable, little or no stress
when you consider **(READ STATEMENT)**? What about **(READ NEXT FACTOR--REPEAT CHOICES IF NECESSARY--REPEAT UNTIL ALL FACTORS ARE READ AND RATED)**.

	Groups	Extreme Stress Seriously Affecting Both Professional and Personal Lives	Major Stress Mostly Affecting the Ability of People to Function on Their Jobs	Some Stress But It is Manageable	Little or No Stress	Don't Know
A.	The stress level of teachers	4	3	2	1	9
B.	The stress level of school administrators	4	3	2	1	9
C.	The stress level of students	4	3	2	1	9
D.	Your own personal level of stress	4	3	2	1	9

7. Over the past four years, there has been both public support and criticism of KERA. How would you characterize the level of support of the following groups? The first statement is **(READ FIRST STATEMENT--FOLLOW ROTATION -- ALWAYS ASK E LAST)**. Would you say the level of support is very supportive, supportive, not supportive, or against KERA reforms? What about **(READ NEXT STATEMENT--REPEAT CHOICES IF NECESSARY--REPEAT UNTIL ALL FACTORS ARE READ AND RATED)**?

	Groups	Very Supportive	Supportive	Neutral	Not Supportive	Against KERA Reforms
A.	The support level of teachers in your school	5	4	3	2	1
B.	The support level of administrators at your school	5	4	3	2	1
C.	The support level of parents	5	4	3	2	1

8. **The following items are often mentioned by Kentucky school administrators, teachers, and parents as areas of concern that, if addressed, would improve teaching and learning and make KERA programs work better. To what extent do you believe each item should be a priority for attention? Your choices are, extremely high priority, very high priority, moderately high priority, not at all important. The first item is (READ FIRST ITEM--FOLLOW ROTATION). Would you consider this to be an extremely high priority, a very high priority, a moderately high priority, or not a priority at all. What about (READ NEXT STATEMENT--REPEAT CHOICES IF NECESSARY--REPEAT UNTIL ALL STATEMENTS ARE READ AND RATED).**

	Areas of Concern	**Extremely High Priority**	**Very High Priority**	**Moderately High Priority**	**Undecided (Unsure)**	**Not at all Important**
G.	Improving two-way communication with the Department of Education	5	4	3	2	1
H.	Reducing the paperwork associated with KERA	5	4	3	2	1
I.	Providing teachers more time for design of curriculum and instruction	5	4	3	2	1
J.	Providing opportunities for professional development that address specific needs	5	4	3	2	1
K.	Effective leadership at the local school level	5	4	3	2	1
L.	Effective leadership at the school district level	5	4	3	2	1

9. The following are statements of belief held by the designers of KERA that undergird education reform programs and practices. For each of the items, please indicate to what extent you agree/disagree with each statement. The first statement is **(READ FIRST STATEMENT--FOLLOW ROTATION)**. Would you say you agree or disagree with that statement? Would that be moderately or strongly agree/disagree? What about **(READ NEXT STATEMENT--REPEAT UNTIL ALL STATEMENTS ARE READ AND RATED)**.

	Belief Statements	**Strongly Agree**	**Agree**	**Undecided (Unsure)**	**Disagree**	**Strongly Disagree**
A.	All children can learn, and most at a high level.	5	4	3	2	1
B.	We should set high standards of achievement for all children.	5	4	3	2	1
C.	More learning resources should be focused on students who are not learning to their ability or are falling behind.	5	4	3	2	1
D.	Decisions affecting instruction should be made at the local school level.	5	4	3	2	1
E.	In the primary schools, students should not be labeled as belonging to a specific grade level.	5	4	3	2	1
F.	It is not enough to require that students show their knowledge of facts--they must also demonstrate that they can apply what they know in real life situations.	5	4	3	2	1

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10. The following are statements about school reform that have been made by school administrators, teachers, and parents. What are your feelings about these statements? The first statement is **(READ STATEMENT--FOLLOW ROTATION)**. Would you say that statement is very true, somewhat true, or not true at all? The next statement is **(READ NEXT STATEMENT--REPEAT UNTIL ALL STATEMENTS ARE READ AND RATED)**.

	Statements	Very True	Somewhat True	Undecided (Unsure)	Not True
E.	KERA will enable students to do as well or better on college entrance exams such as the ACT and SAT than a traditional curriculum.	4	3	2	1
F.	Kentucky's school accountability system of rewards and sanctions has taken the fun out of teaching and learning.	4	3	2	1
G.	If multi-age grouping in the primary program were made optional, other features of the program, such as developmentally appropriate practices, continuous progress, professional teamwork, and authentic assessment should be maintained and strengthened.	4	3	2	1
H.	If writing portfolios didn't count as part of the school accountability index, teachers would greatly reduce their emphasis on teaching writing.	4	3	2	1

11. Kentucky's Learning Goals and Academic Expectations define the learning targets for students and what is to be tested in KIRIS. Now I will read to you a series of statements about the Academic Expectations. Please tell me your level of agreement/disagreement with each. The first statement is **(READ FIRST STATEMENT -- FOLLOW ROTATION)**. Would you say you agree or disagree with that statement? Would that be strongly or moderately (agree/disagree)? **(REPEAT UNTIL ALL STATEMENTS ARE READ AND RATED)**

	Statements	Strongly Agree	Agree	Neither Agree nor Disagree (Vol.)	Disagree	Strongly Disagree	DK/ Refused
A.	The Academic Expectations are clear to most teachers and administrators.	5	4	3	2	1	9
B.	The Academic Expectations Need to be better defined, expanded and clarified.	5	4	3	2	1	9
C.	The Academic Expectations need to be substantially revised.	5	4	3	2	1	9
D.	The Academic Expectations need to be discarded and replaced with a new set of learning targets.	5	4	3	2	1	9

12. KIRIS contains open-ended questions, performance events and portfolios as assessment measures. Now I will read to you a series of statements about different kinds of assessment that should be included in KIRIS. Please tell me your level of agreement/disagreement with each. The first statement is **(READ FIRST STATEMENT -- FOLLOW ROTATION)**. Would you say you agree or disagree with that statement? Would that be strongly or moderately (agree/disagree)? **(REPEAT UNTIL ALL STATEMENTS ARE READ AND RATED)**

	Statements	Strongly Agree	Agree	Neither Agree nor Disagree (Vol.)	Disagree	Strongly Disagree	DK/ Refused
A.	KIRIS assessments would be more valid and reliable if they included multiple choice items.	5	4	3	2	1	9
B.	KIRIS should continue to include a variety of performance assessments such as writing assignments, open-ended questions, and on-demand performance tasks.	5	4	3	2	1	9
C.	KIRIS tests should be replaced by nationally-normed, commercial tests like the Comprehensive Test of Basic Skills or the California Achievement Test.	5	4	3	2	1	9
D.	Total school performance and individual student performance should be measured by different tests.	5	4	3	2	1	9

13. Now I will read to you a series of statements about accountability for student learning. Please indicate your level of agreement/disagreement with each. The first statement is **(READ FIRST STATEMENT--FOLLOW ROTATION)**. Would you say that you strongly agree, agree, disagree or strongly disagree with that statement? The next statement is **(READ NEXT STATEMENT-- REPEAT UNTIL ALL STATEMENTS ARE READ AND RATED)**.

	Accountability	Strongly Agree	Agree	Neither Agree nor Disagree (Vol.)	Disagree	Strongly Disagree	DK/ Refused
A.	Both rewards and sanctions are essential to hold teachers and schools accountable for student learning.	5	4	3	2	1	9
B.	School rewards for high performance but no sanctions for low performance would motivate teachers to do their best and improve learning.	5	4	3	2	1	9
C.	Public disclosure of school scores without rewards or sanctions would motivate teachers to do their best and improve learning.	5	4	3	2	1	9
D.	The school accountability index should include measures of the schools instructional practices as well as test scores.	5	4	3	2	1	9
E.	Assigning a Distinguished Educator to a "school in decline" is an effective strategy for helping those schools to improve student performance.	5	4	3	2	1	9
F.	Holding students and parents accountable for learning should be done at the local school rather than at the state level.	5	4	3	2	1	

14. Did your school receive a cash reward this past spring for student performance?

A. Yes 1
B. No 2

If yes, would you favor standard statewide guidelines on how the money should be spent?

A. Yes 1
B. No 2

15. Based on a recent study, the Legislative Oversight Committee at the Office of Education Accountability has recommended that the Department of Education take the time to make appropriate and wise adjustments to the assessment and accountability system. As I read each of the following statements, tell me if you agree or disagree with that statement for the statewide testing system in the 1995-96 school year.

The first statement is **(READ FIRST STATEMENT -- FOLLOW ROTATION)**. Would you say that you strongly agree, agree, disagree or strongly disagree with that statement?

The next statement is **(READ NEXT STATEMENT -- REPEAT UNTIL ALL STATEMENTS ARE READ AND RATED)**

	Accountability	Strongly Agree	Agree	Neither Agree nor Disagree (Vol.)	Disagree	Strongly Disagree	DK/ Refused
A.	Continue the KIRIS testing as scheduled.	5	4	3	2	1	9
B.	Continue the portfolio and report scores, but not for rewards or sanctions.	5	4	3	2	1	9
C.	Administer a nationally-normed, standardized test, not for accountability, but to determine the achievement level of students.	5	4	3	2	1	9
D.	Administer a variety of KIRIS performance assessments, including multiple choice items, to determine which should be used in the future.	5	4	3	2	1	9
E.	Suspend all student testing until the state has redesigned the assessment system.	5	4	3	2	1	9

(ASK ONLY TO PARENTS ON SCHOOL COUNCILS -- ALL OTHERS SKIP TO Q18)

16A. To what extent do you feel you are involved in the decision making process in your school? Would you say **(READ CHOICES)**?

A. Complete involved 5
B. Intimately, but not completely 4
C. Undecided (Vol.) 3
D. Limited involvement 2
E. No, or almost no involvement 1

16B. To what degree have you experienced training and professional growth to fulfill your role as a council member? Would you say **(READ CHOICES)**

A. Completely trained 5
B. In-depth, but not completely trained 4
C. Limited training 3
D. Undecided (Vol.) 2
E. No, or almost no training 1

(ASK Q17 & Q18A/B/C ONLY TO PRINCIPALS, COORDINATORS/SUPERVISORS, AND TEACHERS -- INFORMED PARENTS SKIP TO Q19)

17. How many years of experience do you have in elementary or secondary education?

(PLEASE ENTER NUMBER OF FULL YEARS) __ __

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18A. Do you primarily work in or with **(READ CHOICES)**?

A.	Primary Program K3	1
B.	Elementary School Fourth grade and above	2
C.	Middle School	3
D.	High School	4
E.	Other ______________________ Write In	5

18B. What subject areas do you, or did you teach when you were in the classroom? **(READ CHOICES)**

A.	Science	1
B.	Social Studies	2
C.	Math	3
D.	Performing Arts and Humanities	4
E.	Practical Living	5
F.	Language Arts	6
G.	Vocational Education	7
H.	Or would some other description better describe your background ______________________ Write In	8
I.	Refused	9

18C. Which of the following best describes your current job level **(READ CHOICES)**

A.	Above Rank I (60 hours or more above the Masters Degree)	1
B.	Rank I (30 hours or more above Masters or 60 hours above the Baccalaureate Degree)	2
C.	Rank II (Masters Degree or 30 hours above Baccalaureate Degree)	3
D.	Rank III (Baccalaureate Degree)	4
E.	Or, would some other description better fit your situation ______________________ Write In	5
F.	Don't Know/Refused	6

(ASK EVERYONE)

19. And what is your age: **(RECORD ACTUAL AGE)** [ ][ ]

If age is refused read these categories:

18-24	1
25-34	2
35-49	3
50-64	4
65 or older	5
Refused	9

20. Are you, yourself, of Hispanic origin or descent, such as Mexican, Puerto Rican, Cuban, or other Spanish background?

Yes	1
No	2
Don't know	9

21. Which of the following best describes your racial heritage?

White	1
Black	2
Or, some other racial group	3

____
(Write In)

22. **CHECK WHETHER:**

White man	1
White woman	2
Black man	3
Black woman	4
Other man (SPECIFY) ______________________	5
Other woman (SPECIFY) ______________________	6

(ASK EVERYONE)

My office may want to verify my work. In case they do, may I have your name, zip code, and telephone number, please?

NAME ______________________________

ZIP CODE ______________________________

TELEPHONE: AREA CODE _______ PHONE NUMBER _______________

I hereby attest that this is a true and honest interview.

____
(INTERVIEWER'S SIGNATURE)

____
(DATE)

APPENDIX B

SURVEY FORMS 2A AND 2B

FORM 2A
STATEWIDE EDUCATION
GENERAL PUBLIC
JOB #T189

Respondent Name____________________ RESP. ID ________________

INTERVIEWER ID __________________

Interviewer Name____________________ Date ____________________

Time Started:________
Time Stopped:________ INTERVIEWING TIME:________

Time Started:________
Time Stopped:________ EDIT TIME: ________

Total Time: ________

TELEPHONE NUMBER: (____) - ______ - __________

REGIONS	
Region 1 - Murray	1
Region 2 - Bowling Green	2
Region 3 - Louisville	3
Region 4 - Covington	4
Region 5 - Lexington	5
Region 6 - Corbin	6
Region 7 - Morehead	7
Region 8 - Prestonsburg	8

SAMPLE ID	
Random Statewide	1
Boosted Statewide	2
Principals	N/A
Coordinators/Supervisors	N/A
Teachers	N/A
Informed Parents	N/A

SCREENER

Hello, my name is ________________, with Wilkerson & Associates, a national research firm. Today, we are conducting a survey among households in your area concerning issues of interest to Kentuckians. I'm not selling anything, I just need to ask someone in your household a few questions.

A. In what county is this household located?

______________________________________ [ ][ ][ ]

B. Do you or does anyone in your household work for: (READ LIST)

TERMINATE AND TALLY →
- An advertising agency
- A market research firm
- A public relations firm
- A TV or radio station
- A newspaper
- Or any other media company

C. I need to speak with someone in your household who is 18 years of age or older. Would that be you?

CONTINUE → Yes

ASK TO SPEAK TO SOMEONE 18 YEARS OF AGE OR OLDER → No

IF NO ONE 18 OR OLDER IS AVAILABLE, MAKE CALL BACK APPOINTMENT → RNA

D. For the purposes of this survey, I need to speak with the (READ LABEL CHECKED-OFF BELOW) who lives in your household who is age 18 or older.

> **INTERVIEWER: IF THE SELECTED RESPONDENT IS NOT AT HOME, ASK WHEN IT WOULD BE CONVENIENT TO CALL THAT PERSON BACK. IF THERE IS NO SUCH PERSON IN THE HOUSEHOLD, SUBSTITUTE THE OPPOSITE SEX. FOR EXAMPLE, CHANGE "YOUNGEST MAN" TO "YOUNGEST WOMAN." REMEMBER, IF AN 80-YEAR-OLD MAN IS THE ONLY MAN LIVING IN THE HOUSEHOLD, HE IS THE "YOUNGEST MAN."**

[ ] Youngest Man
[ ] Oldest Man
[ ] Youngest Woman
[ ] Youngest Man
[ ] Oldest Man
[ ] Youngest Woman
[ ] Oldest Woman

[ ] Youngest Woman
[ ] Oldest Woman
[ ] Youngest Man
[ ] Youngest Woman
[ ] Oldest Woman
[ ] Youngest Man
[ ] Oldest Man

> **IF NECESSARY, ASK IF YOU CAN MAKE AN APPOINTMENT TO CALL BACK LATER. IF YOU DO THAT, GET THE RESPONDENT'S FIRST NAME SO YOU'LL KNOW WHOM TO ASK FOR. THEN WRITE THE NAME ON YOUR CALL RECORD SHEET ALONG WITH THE DATE AND TIME TO CALL BACK.**

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MAIN QUESTIONNAIRE

Public Priorities

1. How would you rate the overall job the public schools in your school district are doing with students in the **(READ AREA -- FOLLOW ROTATION)** Would you say they are doing an **(EXCELLENT, VERY GOOD, GOOD, FAIR, OR POOR)** job with these students?

   What about **(READ NEXT STATEMENT -- REPEAT CHOICES ONLY IF NECESSARY)**

	Services	Excellent	Very Good	Good	Fair	Poor	Undecided/ Don't Know
A.	Elementary Schools	5	4	3	2	1	9
B.	Middle or Junior High Schools	5	4	3	2	1	9
C.	High Schools	5	4	3	2	1	9

2. Thinking back over the past four years or so, would you say that the local schools in your district have: **(mostly changed for the better, mostly changed for the worst, or have not changed much either way)**?

A.	Changed for better	1
B.	Changed for worse	2
C.	Not changed much	3
D.	Undecided (Vol.)	4

3. How would you rate the overall performance of **(READ ITEM -- FOLLOW ROTATION)** in your local school district? Would you say **EXCELLENT, VERY GOOD, GOOD, FAIR, OR POOR**?

   What about **(READ OTHER ITEM IN ROTATION)** in your local school district? How would you rate their overall performance? Would you say **EXCELLENT, VERY GOOD, GOOD, FAIR, OR POOR**?

	Services	Excellent	Very Good	Good	Fair	Poor	Undecided/ Don't Know
A.	Teachers	5	4	3	2	1	9
B.	Administrators	5	4	3	2	1	9

4. The Kentucky General Assembly is responsible for allocating funds in the state budget to public education. Given all of the state's priorities, do you feel that the amount of money spent on public education is **(READ CHOICES -- FOLLOW ROTATION)**...?

(ROTATE A & C)

A.	Too little	1
B.	Just about right	2
C.	Too much	3
D.	Don't know (Vol.)	9

5. Please rate the following aspects of the public schools in your local district on a scale of "5" to "1", where a "5" is excellent, "4" is very good, "3" is good, "2" is fair, and "1" is poor. Of course, you can rate the local schools with any score between "1" and "5" on each item. Let's start with **(READ STATEMENT -- FOLLOW ROTATION)** On a scale of "5" to "1" how would you rate **(REPEAT STATEMENT)** -- would you say **(READ CHOICES -- EXCELLENT, VERY GOOD, GOOD, FAIR, POOR)**

	Statement	Excellent	Very Good	Good	Fair	Poor	Don't Know
B.	Wisely managing the money they are given to run the schools	5	4	3	2	1	9
D.	Motivating all students to finish high school	5	4	3	2	1	9
F.	Preparing students for the world of work	5	4	3	2	1	9

6. An effective school is one where students are learning, and performance is improving. For each of the following items please tell me how good or poor this particular item is as a measure of how effective schools are performing. Let's begin with **(READ STATEMENT -- FOLLOW ROTATION)** In your opinion, is this a good or poor measure? Would that be very or moderately (good/poor)?

What about **(READ NEXT STATEMENT -- REPEAT CHOICES IF NECESSARY)**?

	Item	Very Good	Moderately Good	Undecided (Vol.)	Moderately Poor	Very Poor
A.	The percent of students who succeed in college	5	4	3	2	1
C.	Student scores on standardized tests with national comparisons	5	4	3	2	1
E.	Employer reports on how well high school graduates of local schools are prepared for the world of work	5	4	3	2	1

7. Here is a list of statements that may or may not be shared by teachers, administrators, students and parents, and lay citizens of Kentucky. I would like to read several of these belief statements to you and ask the extent to which you personally agree/disagree with each. Your choices are: **STRONGLY AGREE; AGREE; DISAGREE; AND STRONGLY DISAGREE.** Let's start with **(READ FIRST STATEMENT)** -- do you **(READ CHOICES)**

What about **(READ NEXT STATEMENT -- READ CHOICES IF NECESSARY)**?

	Belief Statements	Strongly Agree	Agree	Undecided (Vol.)	Disagree	Strongly Disagree	Refused to Answer (Vol.)
A.	All children can learn and most at a high level.	5	4	3	2	1	9
C.	More learning resources should be focused on students who are not learning to their ability or are falling behind.	5	4	3	2	1	9
E.	In the primary schools, students should not be labeled as belonging to a specific grade level.	5	4	3	2	1	9
G.	Both rewards and sanctions are necessary to hold schools accountable for improving student performance.	5	4	3	2	1	9

(ASK EVERYONE)

8. The Kentucky Legislature passed The Kentucky Education Reform Act in 1990. The law is more commonly known as KERA. This law required significant changes in how public schools, pre-school through grade 12, are organized, how teachers teach, and how students learn. KERA mandated that all schools in the state make major improvements and it substantially increased the amount of money state government spent on education.

How would you rate your knowledge and understanding of KERA at the present time? **(READ CHOICES)**

A.	High	4	
B.	Medium	3	
C.	Low	2	→ ASK 9A & 9B THEN SKIP TO Q13
D.	Or, would you say you know nothing, or almost nothing about KERA	1	

9A. Based on what you have seen, heard, or read about KERA, would you say that at this time you generally **(SUPPORT, OR OPPOSE)** the changes required by the Education Reform Act of 1990. Would that be very or moderately strong (support/opposition)?

A.	Very strong support for KERA	5
B.	Moderately strong support for KERA	4
C.	Undecided (Vol.)	3
D.	Moderately strong opposition for KERA	2
E.	Very strong opposition for KERA	1

9B. If you could return Kentucky schools to the way they were in 1989, before KERA, would you do so or not?

Yes	1
No	2
Don't know	9

BEST COPY AVAILABLE

10A. Two of Kentucky's six learning goals are excluded from the statewide assessment. These are: becoming a self sufficient individual and becoming a responsible member of a family, workgroup, and community.

Do you support or oppose schools teaching for these goals? Would that be strongly or moderately support/oppose?

Strongly Support	5
Moderately Support	4
Neither Support or Oppose	3
Moderately Oppose	2
Strongly Oppose	1
DK/Refused	9

10B. Do you support or oppose schools holding students accountable for growth toward these goals? Would that be strongly or moderately support/oppose?

Strongly Support	5
Moderately Support	4
Neither Support or Oppose	3
Moderately Oppose	2
Strongly Oppose	1
DK/Refused	9

11. As we have said, KERA has required schools to implement several new programs. I will read the names of some of them and after I read each one, please tell me your opinion on whether it is working well or working poorly. Let's start with **(READ FIRST STATEMENT -- FOLLOW ROTATION)** In your view, is this program working well or working poorly? Would you say very or moderately **(WELL/POORLY)**?

What about **(READ NEXT STATEMENT -- READ CHOICES IF NECESSARY)**

	Program	Working Very Well	Working Moderately Well	Undecided (Vol.)	Working Moderately Poorly	Working Very Poorly
D.	The Ungraded Primary Program in grades K to 3	5	4	3	2	1
F.	Educational Technology	5	4	3	2	1
H.	Extended School Services	5	4	3	2	1
I.	The state formula for equalizing financing for schools across the state	5	4	3	2	1

12. KIRIS contains open-ended questions, performance events and portfolios as assessment measures. Now I will read to you a series of statements about different kinds of assessment that should be included in KIRIS. Please tell me your level of agreement/disagreement with each. The first statement is **(READ FIRST STATEMENT -- FOLLOW ROTATION)**. Would you say you agree or disagree with at statement? Would that be strongly or moderately (agree/disagree)? **(REPEAT UNTIL ALL STATEMENTS ARE READ AND RATED)**

	Statements	Strongly Agree	Agree	Neither Agree nor Disagree (Vol.)	Strongly Disagree	DK/ Refused
A.	KIRIS assessments would be more valid and reliable if they included multiple choice items.	4	3	2	1	9
B.	KIRIS should continue a variety of performance assessments such as writing assignments, open-ended questions, and on-demand performance tasks.	4	3	2	1	9
C.	KIRIS tests should be replaced by nationally-normed, commercial tests like the Comprehensive Test of Basic Skills or the California Achievement Test.	4	3	2	1	9
D.	Total School performance and individual student performance should be measured by different tests.	4	3	2	1	9

(ASK Q13 TO Q14 TO EVERYONE)

13. Now I will read to you a series of statements about accountability for student learning. Please indicate your level of agreement/disagreement with each. The first statement is **(READ FIRST STATEMENT--FOLLOW ROTATION).** Would you say that you strongly agree, agree, disagree or strongly disagree with that statement? The next statement is **(READ NEXT STATEMENT--REPEAT UNTIL ALL STATEMENTS ARE READ AND RATED).**

Accountability	Strongly Agree	Agree	Neither Agree nor Disagree (Vol.)	Disagree	Strongly Disagree	DK/ Refused
A. Both rewards and sanctions are essential to hold teachers and schools accountable for student learning.	5	4	3	2	1	9
C. Public disclosure of school scores without rewards or sanctions would motivate teachers to do their best and improve learning.	5	4	3	2	1	9
E. Assigning a Distinguished Educator to a "school in decline" is an effective strategy for helping those schools to improve student performance.	5	4	3	2	1	9

14. As you may know, some communities have three kinds of schools -- public schools, parochial or church-related schools, and private schools, sometimes called "independent" schools.

First, I'd like to know if you, yourself, currently have any children in the local public schools, that is kindergarten, elementary, middle school and high school.

A. Yes	1	
B. No	2	**SKIP TO Q16**

(ASK ONLY TO THOSE WITH CHILDREN IN PUBLIC SCHOOLS)

15. Do you have any children currently enrolled in **(READ LIST)**?

	YES	NO
A. Public Elementary School	1	2
B. Public Middle or Junior High School	1	2
C. Public High School	1	2

(ASK EVERYONE)

And now, just a few questions so that my office will have some information about the background of each respondent.

16. What was the last grade or class you COMPLETED in school?

None, or grades 1-4	1
Grades 5, 6 or 7	2
Grade 8	3
High School incomplete, Grades 9-11	4
High School Grad.	5
Technical, trade or business	6
College, University, incomplete	7
College, University Grad.	8

17. And what is your age: **(RECORD ACTUAL AGE)** [ ] [ ]

If age is refused read these categories:

18-24	1
25-34	2
35-49	3
50-64	4
65 or older	5
Refused	9

18. Are you, yourself, of Hispanic origin or descent, such as Mexican, Puerto Rican, Cuban, or other Spanish background?

Yes	1
No	2
Don't know	9

19. Which of the following best describes your racial heritage?

White	1
Black	2
Or, some other racial group	3

____
(Write in)

20. **CHECK WHETHER:**

White man	1
White woman	2
Black man	3
Black woman	4
Other man (SPECIFY) __________	5
Other woman (SPECIFY) __________	6

21. I am going to read you some income categories. Please tell me which category best represents your total household annual income from all wages, salaries tips, etc. before taxes of all the members of your immediate family living in your household. Was it . . . **(READ LIST).**

Under $15,000	1
$15,000 to under $25,000	2
$25,000 to under $40,000	3
$40,000 to under $50,000	4
$50,000 to under $75,000	5
$75,000 or more	6
Don't Know/No Response/Refused(VOL)	9

ASK EVERYONE

So that my office can check my work in this interview, if it wants to, may I have your name, zip code, and telephone number, please?

NAME ______________________________

ZIP CODE ______________________________

TELEPHONE: AREA CODE_____ PHONE NUMBER ____________

I hereby attest that this is a true and honest interview.

____
(INTERVIEWER'S SIGNATURE)

____
(DATE)

FORM 2B
STATEWIDE EDUCATION
GENERAL PUBLIC
JOB #T189

Respondent Name____________________ RESP. ID ________________

INTERVIEWER ID ____________________

Interviewer Name____________________ Date ____________________

Time Started:________
Time Stopped:________ INTERVIEWING TIME:________

Time Started:________
Time Stopped:________ EDIT TIME: ________

Total Time: ________

TELEPHONE NUMBER: (____) - ______ - __________

REGIONS

Region 1 - Murray	1
Region 2 - Bowling Green	2
Region 3 - Louisville	3
Region 4 - Covington	4
Region 5 - Lexington	5
Region 6 - Corbin	6
Region 7 - Morehead	7
Region 8 - Prestonsburg	8

SAMPLE ID

Random Statewide	1
Boosted Statewide	2
Principals	N/A
Coordinators/Supervisors	N/A
Teachers	N/A
Informed Parents	N/A

SCREENER

Hello, my name is ________________, with Wilkerson & Associates, a national research firm. Today, we are conducting a survey among households in your area concerning issues of interest to Kentuckians. I'm not selling anything, I just need to ask someone in your household a few questions.

A. In what county is this household located?

____ [ ][ ][ ]

B. Do you or does anyone in your household work for: (READ LIST)

TERMINATE AND TALLY →
- An advertising agency
- A market research firm
- A public relations firm
- A TV or radio station
- A newspaper
- Or any other media company

C. I need to speak with someone in your household who is 18 years of age or older. Would that be you?

CONTINUE → Yes

ASK TO SPEAK TO SOMEONE 18 YEARS OF AGE OR OLDER → No

IF NO ONE 18 OR OLDER IS AVAILABLE, MAKE CALL BACK APPOINTMENT → RNA

D. For the purposes of this survey, I need to speak with the (READ LABEL CHECKED-OFF BELOW) who lives in your household who is age 18 or older.

> **INTERVIEWER: IF THE SELECTED RESPONDENT IS NOT AT HOME, ASK WHEN IT WOULD BE CONVENIENT TO CALL THAT PERSON BACK. IF THERE IS NO SUCH PERSON IN THE HOUSEHOLD, SUBSTITUTE THE OPPOSITE SEX. FOR EXAMPLE, CHANGE "YOUNGEST MAN" TO "YOUNGEST WOMAN." REMEMBER, IF AN 80-YEAR-OLD MAN IS THE ONLY MAN LIVING IN THE HOUSEHOLD, HE IS THE "YOUNGEST MAN."**

☐ Youngest Man
☐ Oldest Man
☐ Youngest Woman
☐ Youngest Man
☐ Oldest Man
☐ Youngest Woman
☐ Oldest Woman

☐ Youngest Woman
☐ Oldest Woman
☐ Youngest Man
☐ Youngest Woman
☐ Oldest Woman
☐ Youngest Man
☐ Oldest Man

> **IF NECESSARY, ASK IF YOU CAN MAKE AN APPOINTMENT TO CALL BACK LATER. IF YOU DO THAT, GET THE RESPONDENT'S FIRST NAME SO YOU'LL KNOW WHOM TO ASK FOR. THEN WRITE THE NAME ON YOUR CALL RECORD SHEET ALONG WITH THE DATE AND TIME TO CALL BACK.**

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MAIN QUESTIONNAIRE

Public Priorities

1. How would you rate the overall job the public schools in your school district are doing with students in the **(READ AREA -- FOLLOW ROTATION)** Would you say they are doing an **(EXCELLENT, VERY GOOD, GOOD, FAIR, OR POOR)** job with these students?

What about **(READ NEXT STATEMENT -- REPEAT CHOICES ONLY IF NECESSARY)**

	Services	Excellent	Very Good	Good	Fair	Poor	Undecided/ Don't Know
A.	Elementary Schools	5	4	3	2	1	9
B.	Middle or Junior High Schools	5	4	3	2	1	9
C.	High Schools	5	4	3	2	1	9

2. Thinking back over the past four years or so, would you say that the local schools in your district have: **(mostly changed for the better, mostly changed for the worst, or have not changed much either way)**?

A. Changed for better 1
B. Changed for worse 2
C. Not changed much 3
D. Undecided (Vol.) 4

3. How would you rate the overall performance of **(READ ITEM -- FOLLOW ROTATION)** in your local school district? Would you say **EXCELLENT, VERY GOOD, GOOD, FAIR, OR POOR**?

What about **(READ OTHER ITEM IN ROTATION)** in your local school district? How would you rate their overall performance? Would you say **EXCELLENT, VERY GOOD, GOOD, FAIR, OR POOR**?

	Services	Excellent	Very Good	Good	Fair	Poor	Undecided/ Don't Know
A.	Teachers	5	4	3	2	1	9
B.	Administrators	5	4	3	2	1	9

4. The Kentucky General Assembly is responsible for allocating funds in the state budget to public education. Given all of the state's priorities, do you feel that the amount of money spent on public education is **(READ CHOICES -- FOLLOW ROTATION)**...?

(ROTATE A & C)
A. Too little 1
B. Just about right 2
C. Too much 3
D. Don't know (Vol.) 9

5. Please rate the following aspects of the public schools in your local district on a scale of "5" to "1", where a "5" is excellent, "4" is very good, "3" is good, "2" is fair, and "1" is poor. Of course, you can rate the local schools with any score between "1" and "5" on each item. Let's start with **(READ STATEMENT -- FOLLOW ROTATION)** On a scale of "5" to "1" how would you rate **(REPEAT STATEMENT)** -- would you say **(READ CHOICES -- EXCELLENT, VERY GOOD, GOOD, FAIR, POOR)**

	Statement	Excellent	Very Good	Good	Fair	Poor	Don't Know
A.	Maintaining safety in the schools	5	4	3	2	1	9
C.	Motivating gifted and talented students to achieve their maximum potential	5	4	3	2	1	9
E.	Teaching the basic skills of reading, writing, and arithmetic	5	4	3	2	1	9
G.	Maintaining discipline in the classroom	5	4	3	2	1	9

6. An effective school is one where students are learning, and performance is improving. For each of the following items please tell me how good or poor this particular item is as a measure of how effective schools are performing. Let's begin with **(READ STATEMENT -- FOLLOW ROTATION)** In your opinion, is this a good or poor measure? Would that be very or moderately (good/poor)?

What about **(READ NEXT STATEMENT -- REPEAT CHOICES IF NECESSARY)**?

Item		Very Good	Moderately Good	Undecided (Vol.)	Moderately Poor	Very Poor
B.	The percentage of students who finish high school	5	4	3	2	1
D.	Scores on college entrance exams such as the ACT and SAT	5	4	3	2	1
F.	Teacher reports to parents on how much their students have learned	5	4	3	2	1

7. Here is a list of statements that may or may not be shared by teachers, administrators, students and parents, and lay citizens of Kentucky. I would like to read several of these belief statements to you and ask the extent to which you personally agree/disagree with each. Your choices are: **STRONGLY AGREE; AGREE; DISAGREE; AND STRONGLY DISAGREE.** Let's start with **(READ FIRST STATEMENT)** -- do you **(READ CHOICES)**

What about **(READ NEXT STATEMENT -- READ CHOICES IF NECESSARY)**?

Belief Statements		Strongly Agree	Agree	Undecided (Vol.)	Disagree	Strongly Disagree	Refused to Answer (Vol.)
B.	We should set high standards of achievement for all children.	5	4	3	2	1	9
D.	Decisions affecting instruction can best be made at the local school level.	5	4	3	2	1	9
F.	It is not enough to require that students show their knowledge of facts -- they must also demonstrate that they can apply what they know in real life situations.	5	4	3	2	1	9
H.	Higher performance levels of all children are important for economic growth of Kentucky.	5	4	3	2	1	9

(ASK EVERYONE)

8. The Kentucky Legislature passed The Kentucky Education Reform Act in 1990. The law is more commonly known as KERA. This law required significant changes in how public schools, preschool through grade 12, are organized, how teachers teach, and how students learn. KERA mandated that all schools in the state make major improvements and it substantially increased the amount of money state government spent on education.

How would you rate your knowledge and understanding of KERA at the present time? **(READ CHOICES)**

A. High 4
B. Medium 3
C. Low. . . . . 2 → **ASK 9A & 9B**
D. Or, would you say you know nothing, or almost nothing about KERA. . . . . . . 1 **THEN SKIP TO Q13**

9A. Based on what you have seen, heard, or read about KERA, would you say that at this time you generally **(SUPPORT, OR OPPOSE)** the changes required by the Education Reform Act of 1990. Would that be very or moderately strong (support/opposition)?

A. Very strong support for KERA 5
B. Moderately strong support for KERA 4
C. Undecided (Vol.) 3
D. Moderately strong opposition for KERA 2
E. Very strong opposition for KERA 1

9B. If you could return Kentucky schools to the way they were in 1989, before KERA, would you do so or not?

Yes 1
No 2
Don't know 9

BEST COPY AVAILABLE

10A. Two of Kentucky's six learning goals are excluded from the statewide assessment. These are: becoming a self sufficient individual and becoming a responsible member of a family, workgroup, and community.

Do you support or oppose schools teaching for these goals? Would that be strongly or moderately support/oppose?

Strongly Support 5
Moderately Support 4
Neither Support or Oppose ... 3
Moderately Oppose 2
Strongly Oppose 1
DK/Refused 9

10B. Do you support or oppose schools holding students accountable for growth toward these goals? Would that be strongly or moderately support/oppose?

Strongly Support 5
Moderately Support 4
Neither Support or Oppose ... 3
Moderately Oppose 2
Strongly Oppose 1
DK/Refused 9

11. As we have said, KERA has required schools to implement several new programs. I will read the names of some of them and after I read each one, please tell me your opinion on whether it is working well or working poorly. Let's start with **(READ FIRST STATEMENT -- FOLLOW ROTATION)** In your view, is this program working well or working poorly? Would you say very or moderately **(WELL/POORLY)**?

What about **(READ NEXT STATEMENT -- READ CHOICES IF NECESSARY)**

Program	Working Very Well	Working Moderately Well	Undecided (Vol.)	Working Moderately Poorly	Working Very Poorly
A. Kentucky's new statewide testing program in grades 4, 8, and 11	5	4	3	2	1
C. The Pre-School Program	5	4	3	2	1
E. School-Based Decision Making	5	4	3	2	1
G. Professional Development and Training for Teachers, Administrators, Parents, and Others	5	4	3	2	1
I. Family Resource and Youth Service Centers	5	4	3	2	1

12. KIRIS contains open-ended questions, performance events and portfolios as assessment measures. Now I will read to you a series of statements about different kinds of assessment that should be included in KIRIS. Please tell me your level of agreement/disagreement with each. The first statement is **(READ FIRST STATEMENT -- FOLLOW ROTATION)**. Would you say you agree or disagree with at statement? Would that be strongly or moderately (agree/disagree)? **(REPEAT UNTIL ALL STATEMENTS ARE READ AND RATED)**

Statements	Strongly Agree	Agree	Neither Agree nor Disagree (Vol.)	Strongly Disagree	DK/Refused
A. KIRIS assessments would be more valid and reliable if they included multiple choice items.	4	3	2	1	9
B. KIRIS should continue a variety of performance assessments such as writing assignments, open-ended questions, and on-demand performance tasks.	4	3	2	1	9
C. KIRIS tests should be replaced by nationally-normed, commercial tests like the Comprehensive Test of Basic Skills or the California Achievement Test.	4	3	2	1	9
D. Total School performance and individual student performance should be measured by different tests.	4	3	2	1	9

(ASK Q13 TO Q14 TO EVERYONE)

13. Now I will read to you a series of statements about accountability for student learning. Please indicate your level of agreement/disagreement with each. The first statement is **(READ FIRST STATEMENT--FOLLOW ROTATION)**. Would you say that you strongly agree, agree, disagree or strongly disagree with that statement? The next statement is **(READ NEXT STATEMENT--REPEAT UNTIL ALL STATEMENTS ARE READ AND RATED)**.

Accountability	Strongly Agree	Agree	Neither Agree nor Disagree (Vol.)	Disagree	Strongly Disagree	DK/ Refused
B. School rewards for high performance but no sanctions for low performance would motivate teachers to do their best and improve learning.	5	4	3	2	1	9
D. The school accountability index should include measures of the schools instructional practices as well as test scores.	5	4	3	2	1	9
F. Holding students and parents accountable for learning should be done at the local school rather than at the state level.	5	4	3	2	1	9

14. As you may know, some communities have three kinds of schools -- public schools, parochial or church-related schools, and private schools, sometimes called "independent" schools.

First, I'd like to know if you, yourself, currently have any children in the local public schools, that is kindergarten, elementary, middle school and high school.

A.	Yes	1	
B.	No	2	SKIP TO Q16

(ASK ONLY TO THOSE WITH CHILDREN IN PUBLIC SCHOOLS)

15. Do you have any children currently enrolled in **(READ LIST)**?

	YES	NO
A. Public Elementary School	1	2
B. Public Middle or Junior High School	1	2
C. Public High School	1	2

(ASK EVERYONE)

And now, just a few questions so that my office will have some information about the background of each respondent.

16. What was the last grade or class you COMPLETED in school?

None, or grades 1-4	1
Grades 5, 6 or 7	2
Grade 8	3
High School incomplete, Grades 9-11	4
High School Grad.	5
Technical, trade or business	6
College, University, incomplete	7
College, University Grad.	8

17. And what is your age: **(RECORD ACTUAL AGE)** [ ] [ ]

If age is refused read these categories:

18-24	1
25-34	2
35-49	3
50-64	4
65 or older	5
Refused	9

18. Are you, yourself, of Hispanic origin or descent, such as Mexican, Puerto Rican, Cuban, or other Spanish background?

Yes	1
No	2
Don't know	9

19. Which of the following best describes your racial heritage?

White	1
Black	2
Or, some other racial group	3

____
(Write In)

20. **CHECK WHETHER:**

White man	1
White woman	2
Black man	3
Black woman	4
Other man (SPECIFY) __________	5
Other woman (SPECIFY) __________	6

21. I am going to read you some income categories. Please tell me which category best represents your total household annual income from all wages, salaries tips, etc. before taxes of all the members of your immediate family living in your household. Was it . . . **(READ LIST).**

Under $15,000	1
$15,000 to under $25,000	2
$25,000 to under $40,000	3
$40,000 to under $50,000	4
$50,000 to under $75,000	5
$75,000 or more	6
Don't Know/No Response/Refused(VOL)	9

ASK EVERYONE

So that my office can check my work in this interview, if it wants to, may I have your name, zip code, and telephone number, please?

NAME ______________________________

ZIP CODE ______________________________

TELEPHONE: AREA CODE____ PHONE NUMBER ____________

I hereby attest that this is a true and honest interview.

____
(INTERVIEWER'S SIGNATURE)

____
(DATE)